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ABSTRACT

One of the programs included in "Effective Reading Programs...," this program serves over 3,100 first, second, and third grade, predominantly disadvantaged children. Approximately 2,000 junior high school students also participate in the program as cross-age tutors. Begun in 1972, the program focuses on reading and language development. Children work from educational prescriptions, prepared at the beginning of each of 10 three-week cycles. The content of prescriptions is determined by the child's ability level and specific strengths and weaknesses as identified by standardized and diagnostic tests, the child's most effective learning mode, and the child's interests. At the end of each three-week cycle, criterion-referenced items based on specific objectives are administered and prescriptions are adjusted accordingly. (TO/AIR)

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DPI HANDBOOK

A GUIDE TO DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED
READING IN THE PRIMARY GRADES

TITLE I ESEA PL 89-10 PROJECT 09

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LOUISVILLE, KENTUCKY, PUBLIC SCHOOLS

[redacted]

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CS 001 824

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SUPERINTENDENT
NEWMAN WALKER

June 12, 1972

To Whom It May Concern:

Careful study by members of the Louisville Board of Education Central Office Instructional Staff and the Title I Advisory Council members revealed that the greatest need in our school system is reading. The Title I Diagnostic-Prescriptive-Individualized Primary Reading Program has been devised in order to reduce the reading deficiencies of pupils in the Louisville Public Schools.

I would like to express my total endorsement of the two-year Title I Diagnostic-Prescriptive-Individualized Primary Reading Program which is designed to assure the reading achievement of our primary pupils.

Sincerely yours,

Newman Walker

Newman Walker
Superintendent

June 7, 1972

An open letter to parents and concerned citizens:

The Title I Advisory Council, the majority of which are parents of children participating in/or living in an eligible school attendance area, was formed to meet the required Federal law and regulation policy that each Local Education Agency (LEA) must have in order to receive Federal funds.

It is the responsibility of the LEA to inform and involve the Advisory Council in Title I projects. This includes giving the Council an opportunity for input on Title I projects and to express their views on projects prior to submission to the Title I State Education Agency (SEA) for approval.

Whenever a directive from the SEA office of Director of Title I is sent to the Local Director of Title I projects, the Advisory Council is called upon to help in a decision making process as required under Federal regulations.

During a recent evaluation conducted by the members of the Advisory Council, reading was established as needs priority, and in order to stay within the framework of the Title I guidelines, the Advisory Council went on record stating that a renovated reading program would be needed.

The Advisory Council, along with a portion of the Louisville Board of Education Staff realized that some of the existing Title I programs would have to be curtailed or eliminated.

With this in mind the Advisory Council proceeded cautiously and carefully to see that this new plan would fall within the proper Title I assessment of needs guides and that it would provide a lasting and significant change in children. Therefore, the Advisory Council cannot accept all the credit for the action taken to meet the reading needs of children.

The Advisory Council and Central Office staff further realized that a concentration on a new reading program would call for a means of testing to determine each pupil's level of performance; then prescribing a plan that would take each pupil as far as he could go at his own rate of speed; then a means of implementing the prescribed data and last but by far the least is evaluating the pupil's progress. This method of teaching reading skills is called D. P. I. - Diagnostic. Prescriptive, Individualized.

Anna L. Birch, Chairman

Ella Roberts, Chairman of
Evaluation Committee

FOREWORD

The Title I Planning Committee for Project 08 consisted of the Parent Advisory Council Executive Committee and Central Office Personnel directly involved with the Title I program. The Committee's task was to review the present Title I program, examining its effectiveness with regard to the priority needs of the Louisville School System. Based on varying data, the committee decided that reading was Louisville's top priority and that the intensity of the reading problem was such that the major commitment of Title I funds for Project 08 should be in the area of reading with a concentration of all available sources on kindergarten through grade three pupils.

This recommendation by the Planning Committee was discussed and approved by the Title I Parent Advisory Council on March 23, 1972.

The Title I Diagnostic-Prescriptive-Individualized Primary Reading Program was projected for a two year period. It is to be proposed for Title I Project 09 and is to be extended through the 1973-1974 school year.

D. P. I. HANDBOOK

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STRATEGY AND DESIGN

The Department of Instructional Programs devised the Diagnostic-Prescriptive-Individualized Reading Program as a result of the Title I Advisory Council's commitment to reading. The structure of the D. P. I. Reading Program involves the following objective, strategy, and class schedule models.

Objective

Given a concentrated emphasis on developmental reading in the primary grades, children will acquire the basic reading skills necessary to function effectively as learners in upper elementary and secondary schools. The criterion will be a reduction of one-half of the deficiency between 1971 post-test scores on the Total Reading score of the CTBS and Grade Expectancy. This will be achieved by spring, 1974, as measured by the Total Reading Score CTBS.

Strategy

The strategy of the DPI Program involves six major elements:

1. The concentration of resources will be on the primary grades and kindergarten. In these grades, the program requires total commitment to a developmental rather than a remedial reading program and will involve approximately 120 classrooms.

2. For the reading instruction and language development time block, from 8:30 to 11:30 a.m. daily, there must be a pupil-adult ratio of 8-1. This ratio will be achieved through the use of supportive personnel in each classroom. The supportive personnel includes para-professional reading aides and secondary cross-age tutors (SCAT).

3. Introduction of diagnosis and prescription of individual students in reading is an instructional process. There will be three week instructional cycles which include diagnosis, prescription, individualized instruction, monitoring and feedback.

4. The development of multi-approach program streams in each primary classroom will develop the capability for individualized instruction. The specific techniques, materials, and methodology of the reading instruction will be determined by the individual school.

5. There will be an increase in the amount and type of instructional and technical expertise available directly to classroom teachers and principals in the area of reading. Specifically, a Reading Specialist and Monitoring Technician will be assigned to each ten DPI classroom teachers for continuous assistance. The Central Office Reading Curriculum Specialists will be available continuously. Criterion-referenced instructional objectives for reading skills on various levels will provide the basis for program streams and the three-week instructional cycles.

6. Quality in-service programs geared to the needs of teachers and principals will be developed.

Time Schedule Models

The DPI Reading Program is designed to use a three-hour block of time for reading and language development. This leaves two hours in the first grade day for teaching the other subjects and for lunch. If social studies, science, safety, and health are integrated with language development, all of the subjects required by the Kentucky Department of Education can be taught.

In order for each child in the DPI Reading Program to receive a full three-hour block of time for language development, it is imperative that other special instruction and activities be scheduled in the afternoon. This should include special instruction with itinerant teachers, fire drills, disaster drills, assemblies, sale of tickets, field trips, and announcements over the intercom system that are not of immediate urgency.

Using team or cooperative teaching, teachers should be able to schedule a total of ninety minutes a week for conferences with the Reading Specialist. Following are models of schedules which may be adjusted for differences in the time for lunch, physical education, and/or other reasons. These are based upon the assumption that there will be four teachers in the program at each grade level. The teachers will be indicated by A, B, C, and D on the schedules.

GRADE ONE - 8:30 - 2:30

Time	Subjects	Teachers(4)					Minutes	Reading Specialist Teacher Conferences				
		M	T	W	Th	F		M	T	W	Th	F
8:30 - 8:40	Planning for Day						10					
8:40 -12:10	Language Development											
	8:40 - 10:35 Reading)						115					
	10:35 - 10:40 Restroom) May						5					
	10:40 - 11:05 Lunch) Alternate						25					
	11:05 - 12:10 *Language - Handwriting)						65					
12:10-12:35	Physical Education	AB	CD	AB	CD	AB	25	CD	AB	CD	AB	CD
12:35- 1:00	Mathematics						25					
1:00- 1:10	Milk Break						10					
1:10- 2:25	Social Studies) Science) May Safety) Alternate Health) and Music) Integrate Art) Library)	CD	AB	CD	AB	CD	75	AB	CD	AB	CD	AB
2:25- 2:30	Evaluation-Dismissal						5					

*Health, safety, social studies, and science may be integrated with language and/or reading, stressing the objectives of the DPI Reading Program.

GRADES 2 and 3 - 8:30-2:30

Time	Subjects	Teachers (4)					Minutes	Reading Specialist Teacher Conferences				
		M	T	W	TH	F		M	T	W	TH	F
8:30 - 8:40	Planning for Day						10					
8:40 - 11:40	Language Development (May integrate the following)											
	8:40 - 10:40 Reading						120					
	10:40 - 11:40 Language Spelling Handwriting						60					
11:40 - 12:10	Lunch						30					
12:10 - 12:40	Mathematics						30					
12:40 - 1:10	Physical Education	CD	AB	CD	AB	CD	30	AB	CD	AB	CD	AB
1:10 - 2:25	Social Studies) Science) May Safety) Alternate Health) and Music) Integrate* Art) Library)	AB	CD	AB	CD	AB	75	CD	AB	CD	AB	CD
2:25 - 2:30	Evaluation - Dismissal						5					

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* Health, safety, social studies, and science may be integrated with language and/or reading, stressing the objectives of the DPI Reading Program

A conference between the reading specialist and the teacher should always be 30 minutes or longer in order to allow enough time for discussion of each child's progress.

Possibilities for conferences may be as follows:

A - 30 minute conference, 3 times a week

B - 45 minute conference, 2 times a week

C - 90 minute conference, 1 time a week

On the next page is a schedule, worked out by a principal, to be used with a faculty of twenty teachers, eight of whom are in the DPI program. This includes only times for lunch, conference physical education and library. It will be necessary for the teachers to plan the rest of the day to include subjects other than language arts.

As indicated in the model schedule on pages and of the DPI Handbook, during the language arts period safety, health, science, and social studies may be included in the discussion. Early in the year safety to and from school, safety on the playground, in the building, etc., should be a topic for several discussion sessions. Living together as classmates with positive approaches toward acceptance of others should be included in the language period.

Evidences of autumn found by children on the way to school should give opportunity for including science in the language period.

These are just a few suggestions which may be used to integrate other areas of instruction with language arts.

Teacher	Grade	Lunch	Conference Day	Conference Time	Physical Education Day	Physical Education Time	Library Day	Library Time
1.	H.S.	11:25-11:45				10:00-10:30	W	9:45-10:45
2.	K	11:10-11:30				10:30-11:00	W	12:30- 1:00
3.	1	10:30-10:50	T.Tn	12:15- 1:00	M,T,W,F	12:15-12:45	Th	12:15- 1:00
4.	1	10:35-10:55	T.Th	1:00- 1:45		12:15-12:45	Th	1:00- 1:45
5.	1	10:40-11:00	T.Th	1:45- 2:30		12:45- 1:15	Th	1:45- 2:30
6.	2-3	11:15-11:35	M,W,F	12:15-12:45	M,T,W, Tn	12:15-12:45	F	12:15-12:45
7.	2	11:20-11:40 (in room)	M,W,F	12:45- 1:15	M,T,W, Th	12:45- 1:15	F	12:45- 1:15
8.	2	11:25-11:45	M,W,F	1:15- 1:45		12:30- 1:00	F	1:15- 1:45
9.	3-4	11:45-12:05	M,W,F	1:15- 1:45		12:30- 1:00	W	1:15- 1:45
10.	3	11:50-12:10	M,W,F	1:45- 2:15		12:45- 1:15	F	1:45- 2:15
11.	4	12:05-12:25				10:00-10:30	F	8:45- 9:45
12.	4-5	12:10-12:30				10:30-11:00	Th	8:45- 9:45
13.	5	12:20-12:40				11:00-11:30	T	8:45- 9:45
14.	5-6	12:25-12:45				11:00-11:30	M	8:45- 9:45
15.	6	12:30-12:50				11:00-11:30	W	8:45- 9:45
16.	EMH	11:40-12:00				1:00- 1:30	M	9:45-10:45
17.	VH	11:25-11:45				1:00- 1:30	M	1:45- 2:30
18.	D	12:00-12:20			With Team#1	10:00-10:30	T	1:00- 1:45
19.	D	11:35-11:55			With Team#2	10:30-11:00	M	1:00- 1:45
20.	D	11:10-11:30			With Team#2	10:30-11:00	M	1:00- 1:45
Read. Sp. Mon. Tech.		11:45-12:05						

*When a class is scheduled for Physical Education, only 4 times a week, the teacher will fin time during the fift day for physical education.

Participating Schools

The following Louisville elementary schools have been chosen to particpate in the D. P. I. Primary Reading Program:

Brandeis
Breckinridge
Cochran
Cotter
Engelhard
Kennedy
Parkland
Perry
Shawnee Elem.
Southwick
Strother
Washington
Young
Carter
Foster
Franklin
Johnston
Lowell
McFerran
Shawnee
Tingley

Teacher Corps D. P. I. Schools

Carmichael
Coleridge-Taylor
Lincoln
Wheatley
Jones
Roosevelt

Staffing Models

Central Office -

Central office D. P. I. personnel will include:

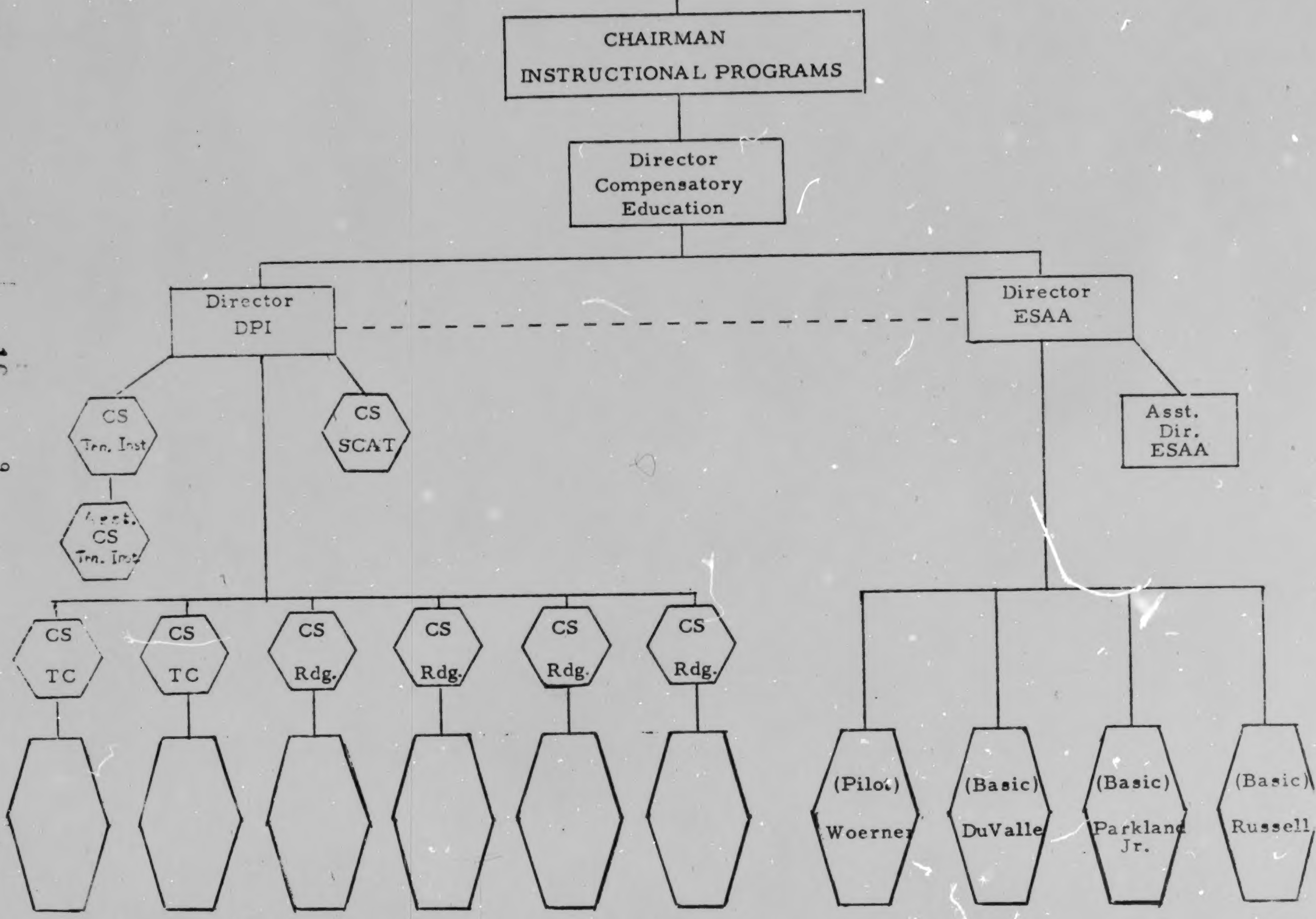
Chairman of Instructional Programs
Director of Compensatory Education
Director of D. P. I.
Curriculum Specialist in Reading (D. P. I.)
Curriculum Specialist - D. P. I. Training Institute
Curriculum Specialist - Secondary Cross/Age Tutors

Local School -

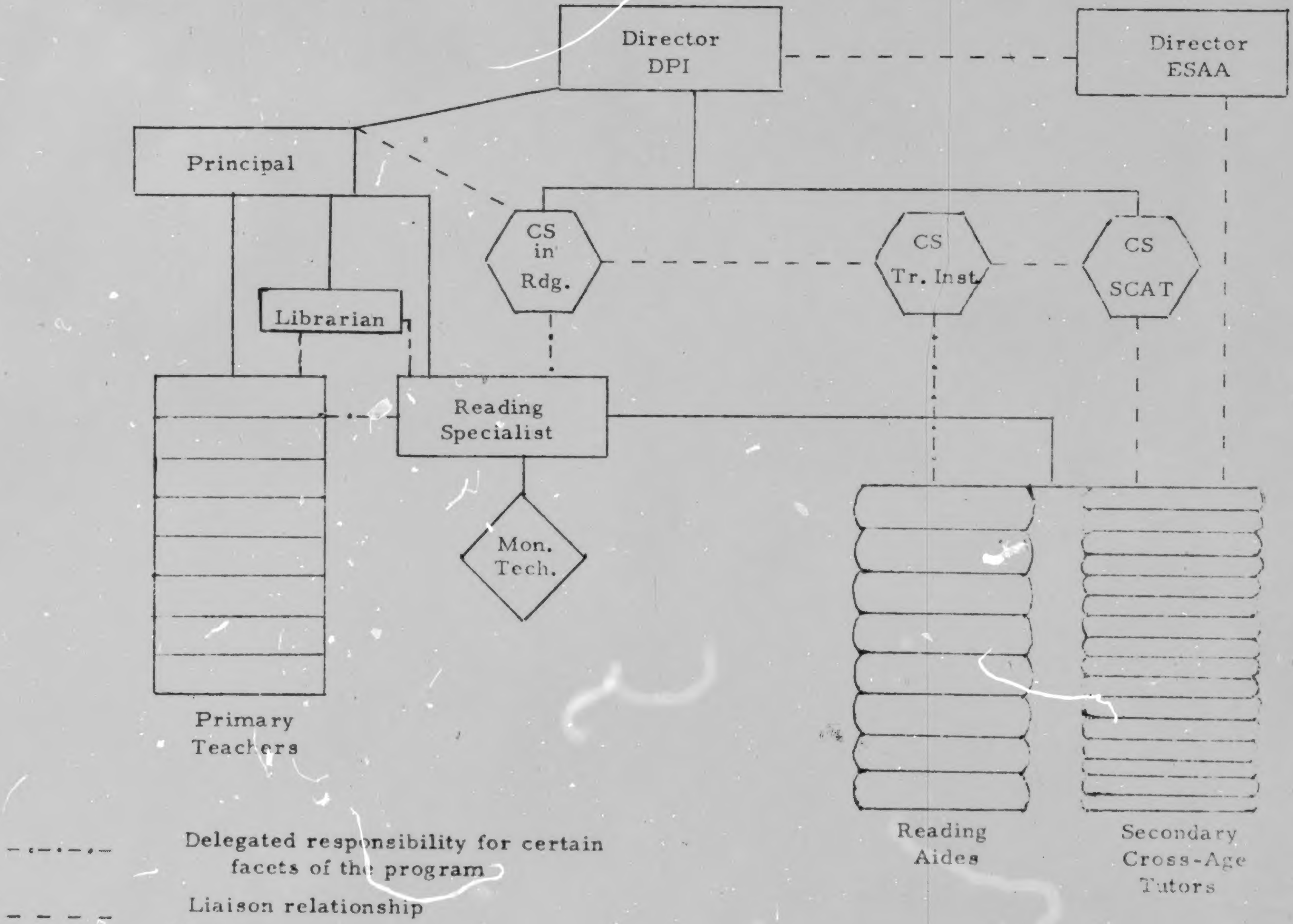
The D. P. I. Primary Reading Program will be organized at each participating school according to the following staffing:

Principal
Teachers
Librarian
Reading Specialist (s)
Monitoring Technician (s)
Reading Aides
Cross-Age Tutors

CENTRAL OFFICE STAFFING MODEL


CHAIRMAN
INSTRUCTIONAL PROGRAMS
Director
Compensatory
Education
Director
DPI
Director
ESAA
Asst.
Dir.
ESAA
CS
Trn. Inst
Asst.
CS
Trn. Inst
CS
SCAT
CS
TC
CS
TC
CS
Rdg.
CS
Rdg.
CS
Rdg.
CS
Rdg.
(Pilot)
Woerner
(Basic)
DuValle
(Basic)
Parkland
Jr.
(Basic)
Russell

LOCAL SCHOOL STAFFING MODEL


Director DPI
Director ESAA
Principal
CS in Rdg.
CS Tr. Inst.
CS SCAT
Librarian
Reading Specialist
Mon. Tech.
Primary Teachers
Reading Aides
Secondary Cross-Age Tutors
– . – . – Delegated responsibility for certain facets of the program
– – – – Liaison relationship

Roles and Responsibilities

Central Office Management Team -

The Central Office Management Team is composed of a director and four curriculum specialists in reading/language arts. The team works under the direction and supervision of the Chairman of Instructional Programs and the Director of Compensatory Education.

The Central Office Management Team has cumulative expertise in the following areas:

Child Development
Learning Theories
Language Development
The Reading Process
Reading Instruction Techniques and Strategies
Program Selection Based on Diagnosis
Diagnostic and Prescriptive Procedures
Group Dynamics

The team will work cooperatively with each local school staff in --

(1) Sharing knowledge concerning problems related to the various instructional programs.

(2) Examining various approaches based on the needs and learning style of the child.

(3) Establishing an interactive-integrative philosophy of supervision which tends to reduce teacher anxiety while increasing teacher effectiveness.

(4) Providing continuous in-service growth opportunities for principals, teachers, and all personnel involved in the D. P. I. Program.

Principal -

The building principal's main responsibility is to provide leadership in curriculum development and instruction. Therefore it is imperative that he --

(1) Understand the professional strength and limitations of his staff and stimulate their professional growth.

(2) Given first priority to the development of the staff and program.

(3) Understand the role and function of each staff member.

(4) Organize the daily instructional schedule to provide for a complete three hour (8:30-11:30a.m.) reading/language arts time.

(5) Organize the daily instructional schedule to allow as few interruptions as possible during the 8:30-11:30 a.m. reading/language arts time.

(6) Emphasize the need to individualize instruction and to develop each individual to his full potential for physical, social, intellectual and civic accomplishment.

(7) Emphasize the need to provide both differentiated rates of pupil progress and variations in the kinds of programs offered.

(8) Know the rationale of all programs used by the staff.

(9) Manage the supportive personnel's assignments to groups of pupils according to pupil instructional needs.

(10) Confer with the reading specialist regarding ... transfer of pupils according to their instruction needs, schedule of reading specialist conferences with professionals/paraprofessionals/cross-age tutors, daily work schedule with teachers/pupils.

(11) Coordinate the work of the DPI staff within the school to promote harmonious and effective reading instruction in which each staff member fulfills his responsibility.

(12) Exercise the degree of leadership which supports community involvement in the instructional program of the school.

Curriculum Specialist in Reading -

Serves as liaison between Central Office D. P. I. Reading Staff and D. P. I. Personnel in the schools.

Assists the Central Office Staff in providing in-service training for D. P. I. Personnel.

Assists in the development and implementation of the D. P. I. Program in each school.

Shares in the planning and preparation of further stages of development of the D. P. I. Primary Reading Program.

Assists the Curriculum Specialist of Secondary Cross-Age Tutors with training and program development of SCAT in the elementary schools.

Works cooperatively with the Director of D. P. I. Primary Reading Program and other Central Office Personnel.

Certified Teacher -

Introduces concepts and provides learning experiences that further develops and establishs concepts.

Conducts periodic tests of students' concept development.

Conducts periodic individual student-teacher conferences concerning student interests, progress, and concerns.

Confers with the Reading Specialist concerning student needs, interests, progress and changed behaviors techniques or approaches for specific difficulties innovative techniques new or different concepts to develop.

Provides enriching experiences which require students to utilize the language arts.

Works with the Reading Specialist in prescribing and implementing individual programs of instruction and in altering them when the need arises.

Communicates with parents concerning pupil progress, needs and the role of the parent in the learning-teaching situation.

TEACHERS

Objectives and Competencies

Objectives for Students	Teacher Competencies
Each student should be able to:	Each teacher should:
1. Work at his instructional level using his preferred modality so that successful learning will occur.	1. a. Understand the relationship and difference between the three levels of diagnosis.
	b. Analyze each student's reading ability and needs through administering certain informal and formal reading tests.

1. c. Determine precise performance objectives for each student to achieve based upon his diagnostic profile.

   d. Prescribe classroom treatment for common learning needs based upon diagnostic data.

   e. Choose instructional approaches that will meet the learner's needs and modality preferences.

   f. Utilize a specific criteria to determine the appropriateness of materials, i.e.
      1. Will the materials fit the instructional objectives to be accomplished?
      2. Do the materials lend themselves to the students' preferred learning mode?
      3. Is the content of interest to the students?
      4. Are the skills and concepts presented in a logical, developmental sequence?
      5. Will the core materials need to be implemented with supplementary aids? If so, what kinds of aids?
      6. Will this material allow for flexible instructional assignments

   g. Analyze data to group effectively for instruction.

   h. Provide for the utilization of the four primary modes of learning-visual, auditory, kinesthetic, and multi-sensory-within the classroom instructional program.

   i. Make and use informal diagnostic skills tests when need indicates.

   j. Administer and analyze the results of the tests accompanying the core programs.

k. Capitalize on the learning strengths of the students when planning instruction.

l. Adjust curriculum and instructional strategies accordingly when students performance does not measure up to expectancy.

m. Recognize the major symptoms indicating learning difficulties.

n. Work cooperatively with the reading specialist and other personnel to individualize each student's program.

2. Develop those skills and concepts necessary to become an effective reader.

2. a. Become familiar with various instructional techniques and instruments that can assist students in learning effectively.

b. Understand the developmental sequence of reading skills a student needs.

c. Become familiar with several approaches to teaching reading including:

controlled vocabulary
programmed
language experience
individualized
eclectic

d. Understand the rationale behind each approach and the strengths and weaknesses of each.

e. Adapt instruction to each of the four basic modalities.

f. Provide for a comprehensive program stream that includes systematic instruction in each of the basic reading skills areas----perception, word attack, comprehension and study skills.

g. Differentiate between core and supplementary materials.

	2. h. Plan daily instruction to include large group, small group, and individualized experiences in supervised, semi-supervised and independent activities.
3. Adjust to flexible instructional groupings within the framework of a stimulating classroom climate.	3. a. Provide a variety of group experience based on the students' needs.
	b. Recognize differences among children within each group.
	c. Individualize small group assignments
	d. Re-group for instruction whenever diagnosis indicates the need.
	e. Consistently analyze the monitoring data gathered so that instruction can be modified.
	f. Provide innovative, challenging assignments as well as practice and review experiences.
	g. Pace instructional expectations to the students rate of learning.
	h. Provide realistic goals and purpose for each group assignment.
	i. Adjust formal instructional time according to group needs.
4. Become self-sufficient in working independently.	4. a. Construct teacher-made materials to assist the student in mastering skills.
	b. Provide a climate conducive to encouraging the development of independent work habits.
	c. Familiarize students with procedures for doing independent assignments.
	d. Provide opportunities for students to follow both oral and written directions as they work independently.
	e. Assist students in developing sound criteria for judging their own standards of work.

	4. f. Reward behavior consistent with the development of independent work habits. g. Provide alternate materials and techniques for practicing skills if the initial assignment is ineffective.
5. Engage willingly in the use of a variety of instructional materials.	5. a. Develop packets of materials containing a variety of ways to teach specific skills and concepts including: manipulative devices puzzles and posters games pictures and charts audio-visual aids paper and pencil exercises construction activities dramatic, oral discussions, etc. motor activities b. Determine the appropriateness of materials based on time, space, and number of participants. c. Assist students in choosing among several materials the one most suitable for them.
6. Develop a desire to read for pleasure and self-fulfillment.	6. a. Provide interest centers to stimulate thinking, creativity, and wide-reading. b. Develop resourcefulness in obtaining literature of interest to students ---- including library books, magazines and newspapers. c. Provide opportunities for students to ask questions and share reading experiences. d. Provide time for recreational reading and pleasurable listening activities.

Reading Specialist -

Is directly responsible to the principal; works closely with the principal.

Cooperates with the Central Office Reading Personnel regarding implementation of the D. P. I. Primary Reading Program.

Manages the administration of all standardized reading/language arts tests for primary grades.

Works closely with the classroom teacher to determine which students need intensive diagnosis of their reading performance.

Diagnoses by administering and interpreting individual and small group tests.

Administers evaluative instruments for intensive diagnosis relative to student reading performance.

Prescribes an appropriate program of supplemental reading instruction for students based upon diagnosis and observation.

Devises supplemental reading instruction which is compatible with the school's selected program stream (the composite of all approaches, modalities and materials used in developmental reading).

Schedules, assigns, and prescribes supplemental reading instruction to be provided by supportive personnel (reading aides, cross-age tutors).

Schedules regular and intermittent conferences with professional and paraprofessional personnel regarding pupil progress and implementation of the D. P. I. Primary Reading Program.

Supervises use of materials and equipment in supplemental reading instruction.

Directs the work of the monitoring aide in data gathering and recording.

READING SPECIALISTS

Objectives and Competencies

Objectives for Students	Competencies for Reading Specialists
Each student will:	The Reading Specialist will:
1. Have a desire to read for fun, for information and self-fulfillment.	1. a. Communicate a feeling of regard for the student that indicates acceptance and interest in him as a person.

	1. b. Display a genuine interest in a need for reading.
	c. Suggest and/or make accessible reading materials that will interest students.
	d. Provide time for students to share reading interest with supportive instructional personnel.
	e. Select instructional materials that will appeal to students.
2. Work at his instructional level using his preferred modality so that successful learning will occur.	2. a. Select formal and informal diagnostic tools that are appropriate for determining the student's reading level and his modality of learning.
	b. Know the levels of reading performance and how to determine them.
	c. Be familiar with a wide variety of commercial diagnostic tests and what purpose they serve.
	d. Have skill in administering tests.
	e. Be proficient in interpreting test data.
	f. Understand the symptoms and characteristics to be aware of in observing the student in general and his reading performance in particular.
	g. Have skill in preparing or directing the preparation of informal diagnostic and instructional aides appropriate for a student's level and skill needs.
3. Become proficient in those skills and concepts necessary to be an effective reader.	3. a. Know factors involved in the reading process.
	b. Know the skills necessary to be a proficient reader.
	c. Understand the sequence of reading skill instruction and the integration of skill development for continuous growth in reading ability.

d. Select objective(s) for students to achieve in keeping with diagnostic data.

e. Prescribe instruction for supportive personnel to use with the student.

f. Direct feedback and monitoring process of the DPI program.

4. Adjust to working with a number of adults and peers in various settings.

4. a. Organize work of supportive personnel by selection of time, place and tasks for them.

b. Match supportive personnel and students wisely.

c. Determine appropriate length of instructional sessions.

d. Provide variety in techniques and strategies used in the prescription for students.

5. Be self-sufficient in working independently.

5. a. Allow the student to work on his own to encourage independence.

b. Prepare prescriptions so they can be interpreted by the supportive personnel and so they will contribute to independent work by the student.

c. Contribute to the student's self-reliance by providing frequent positive feedback.

d. Provide tasks that entail independent work.

6. Be willing to use a variety of instructional materials.

6. a. Explain different approaches and mechanics of prescriptions in a clear cut manner so that the student feels capable of doing the task.

b. Allow choices of items to use when it is appropriate.

6. c. Vary presentation of materials and tasks by including:
    - tapes
    - films
    - booklets
    - kits
    - games
    - puzzles
    - manipulative items
    - workbooks
    - etc.

   d. Prepare creative, innovative items that will be constructive and appealing.

Monitoring Technician -

Works under the direction of the reading specialist.

Administers and grades all criterion-referenced test results.

Maintains students' cumulative criterion-referenced test results.

Provides current data regarding individual students at the termination of each three-week cycle to the reading specialist.

Works cooperatively with the building principal and instructional staff in carrying out the objectives of the D. P. I. Reading Program.

MONITORING TECHNICIAN

Objectives and Competencies

Level I: Technician in Relation to Function

The technician will:

1. Work cooperatively with the reading specialist and classroom teachers in administering and grading all criterion-referenced tests.

2. Maintain accurate legible and neat records on students in the DPI Reading Program.

3. Provide current data regarding individual students at the termination of each three-week cycle to the reading specialist and classroom teacher.

4. Organize and plan for effective, efficient use of time.

5. Be regular in attendance and punctual in satisfying the requirements of the monitoring role.

6. Willingly accept and utilize the guidelines for monitoring technicians.

7. Maintain professional integrity.

Level II: Technician in Relation to Specialist

The technician will:	The specialist will:
1. Work cooperatively with the reading specialist in achieving the goals and satisfying the objectives of the DPI Reading Program.	1. a. Provide direction for the technician. b. Create an atmosphere of acceptance and faith in the competence of the technician. c. Maintain open lines of communication.
2. Prevent major crises by seeking the assistance of the specialist when such need is indicated.	2. a. Be responsive to the needs of the technician. b. Work harmoniously with the technician to solve problems of mutual concern.

Level III: Technician in Relation to Classroom Teacher

The technician will:	The teacher will:
1. Follow the monitoring schedule as planned.	1. a. Work with the specialist and technician in scheduling monitoring activities. b. Alter the monitoring schedule only after prearranging such changes with the technician and specialist.
2. Work cooperatively with the teacher in helping students achieve their reading potential in satisfying the goals and objectives of the DPI Reading Project.	2. a. Generate an enthusiasm for monitoring activities. b. Help students realize the necessity for monitoring activities. c. Teach students the mechanics of testing. d. Help students develop healthy and favorable attitudes toward tests.

e. Teach students the importance of always doing their best.

Level IV: Technician in Relation to Student

The student will:	The technician will:
1. Given an accurate picture of his mastery of skills and concepts by performing criterion referenced items successfully.	1. a. Create a climate of warmth conductive to a successful testing situation.
	b. Relieve or alleviate the pressures and tensions that often accompany a testing situation.
	c. Thoroughly understand test directions and administer the instrument accordingly.
2. Become comfortable and self-confident in a testing situation.	2. a. Provide encouragement and help students develop self-confidence.
	b. Verbally reward quality performance and help student establish realistic expectancy goals.
3. Become self-sufficient and develop independent work habits.	3. a. Help the student understand the directions and mechanics of the test instrument without invalidating the results.
4. Develop attitudes of cooperation and respect.	4. a. Organize effectively to assure a controlled testing situation.
	b. Maintain an efficiency that commands the cooperation and respect of the student.
	c. Recored accurately and maintain up-to-date records.
5. Adjust to a variety of testing situations--flexible groups, changing mechanics, variety of forms.	5. a. Make a smooth transition from one test situation to the next.

Reading Aide -

Works exclusively from 8:30 a.m. to 11:30 a.m. in the DPI Reading Program.

Is regular in attendance and punctual each day.

Is responsible to the principal.

Works under the direction of the Reading Specialist in giving supplemental reading instruction individually or in small groups to improve reading skills.

Utilizes a variety of techniques and materials to enable the student to practice skills introduced by the teacher and to utilize concepts developed by the teacher (sight vocabulary, auditory perception of consonants, identifying main idea, etc.).

Works with individual students in oral reading, oral comprehension checks, vocabulary development, and in practice of other reading skills.

Maintains a daily check list and progress chart for each student.

Provides drill type exercises for individual students.

Participates in a continuous on-the-job training program by attending the D. P. I. Training Institute at regular intervals as scheduled.

Is responsible for feedback regarding pupil progress.

Reads well and follows accurately both the oral and written directions.

Establishes good relationship with students.

Organizes materials to be used with students.

Works cooperatively with the building principal and instructional staff in carrying out the objectives of the D. P. I. Reading Program.

D. P. I. TRAINING INSTITUTE

Curriculum Specialist of D. P. I. Training Institute -

Designs and implements the D. P. I. Institute.

Manages and supervises the various workshops in the D. P. I. Training Institute.

Oversees the production of materials for the various workshops in the D. P. I. Training Institute

Curriculum Specialist (assistant) of the D. P. I. Training Institute -

Assists the Curriculum Specialist of D. P. I. Training Institute in his responsibilities.

Participates in the instruction of the training programs of the institute.

Training Institute Aides -

Works consistently in the D. P. I. Training Institute full time.

Works under the direction of the Curriculum Specialists of the D. P. I. Training Institute.

Participates in a continuous on-the-job training program.

Works with individual Reading Aides in reading skill development.

Provides individual and small group assistance in the training program for participants in the D. P. I. Training Institute.

Uses a variety of techniques and materials to enable Reading Aides to apply and use concepts developed in the D. P. I. Reading Program (rhyme, structural analysis, following directions, etc.).

Is responsible for feedback regarding Reading Aides progress.

Maintains daily check lists and progress charts for each Reading Aide.

Reads well and follows both oral and written directions accurately.

Organizes materials to be used with children.

Works cooperatively with the Curriculum Specialists of D. P. I. Training Institute and the Reading Aides in carrying out the objectives of the D. P. I. Reading Program.

Secondary Cross-Age Tutor -

Participates in the SCAT Program[*] at his school.

Attains competency according to the SCAT Program criteria in specific skills that he is to use in tutoring students in the D. P. I Primary Reading Program on a 1 to 1 or 1 to 2 ratio.

Is scheduled to tutor D. P. I. students at an elementary school where he:

- Is responsible to the principal of the elementary school in which he works.
- Works under the direction of the elementary school reading specialist.
- Is prompt and regular in meeting his schedule for tutoring.
- Establishes a productive working relationship with the students he tutors.
- Is cooperative with personnel in the SCAT program and the D. P. I. program.

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[*] The Secondary Cross-Age Tutors (SCAT) Program is a federally funded program. It involves approximately 1100 students at four junior high schools who will be trained in their English/Reading classes in skills that will enable them to tutor D. P. I. Primary Reading students.

The Curriculum Specialist in SCAT will be a liaison person between the SCAT program in the junior high schools and the D. P. I. program in the elementary schools.

Volunteer-

Works with students on a one-to-one or small group basis in an attempt to:

strengthen certain basic reading skills
increase motivation for learning
develop positive attitudes toward school
provide for the enhancement of a positive
  self-concept

Assists in the area of language arts/reading enrichment by implementing the student's prescription for:

dramatizations
reading plays
wide reading
appreciative listening
written/creative expression
enjoyment of poetry
etc.

Works with small groups of students in making reading come alive realistically by correlating fine arts with language arts; household arts with language arts; physical education skills with language arts; etc.

Assesses needs (through use of a checklist) for further experiences in a particular area of enrichment.

Functions as classroom monitor during classroom teacher/reading specialist conferences.

Works under the direction of the reading specialist at the local school level.

Librarian -

The following is quoted from the E. S. E. A. Title I Proposal:

> "Educational supportive personnel includes a librarian per school giving 3/10 to 5/10 of her time, depending upon the other Title I components in the school, to these component pupils. Librarians will help pupils locate materials of high interest level and appropriate vocabulary level and practice skills necessary for reading for information and pleasure. Through displays, bulletin boards, films, dramatics, story telling and personal contact, the librarian will motivate the pupils to read voluntarily, widely, and independently."

Is an important member of the D. P. I. staff and functions as an integral part of the D. P. I. staff.

Is responsible to the principal.

Has periodic conferences with the reading specialist concerning students needs and prescriptions which include skills appropriate for the librarian to assist in developing.

Works cooperatively with the reading specialist and classroom teachers in fulfilling the students' prescriptions.

Implements individualized prescriptions for a D. P. I. student or small groups of D. P. I. students.

May work with a cluster of D. P. I. students during the three-hour language arts time bloc instead of the entire class for the purpose of small group instruction to develop prescribed skills.

Has available an up-to-date list of resources available in the media center for use in the D. P. I. Primary Reading Program.

Keeps records of the materials borrowed by a teacher for a specific period of time.

Identifies materials appropriate to the needs of specific students.

Keeps a daily record of:
- number of D. P. I. students serviced
- nature of service to D. P. I. students
- materials used with D. P. I. students.

Shares information recorded on D. P. I. students with the local staff.

TEACHING PROCEDURE

Introduction

The D. P. I. Reading Program is based upon the assumption that a child will learn most easily and effectively if his learning strengths and weaknesses provide the basis for his instruction. In order to do this, the first step must be the clear definition of the student's learning strengths and weakness or "diagnosis." In the D. P. I. Program diagnosis will occur every three weeks. Then instruction must be "prescribed" for the pupil based upon the findings and data gained from diagnosis. The next step, which is integral to both diagnosis and prescription, is the individualization of the student's instruction. Individualization requires careful attention to each student's interests and his ability and achievement level which insures progressively effective learning.

All D. P. I. Primary Reading Program staff are vitally involved in the successful implementation of this new reading approach. Each person's function is planned to form an integral part of the total strategy designed to enable children to read successfully.

TEACHING PROCEDURE

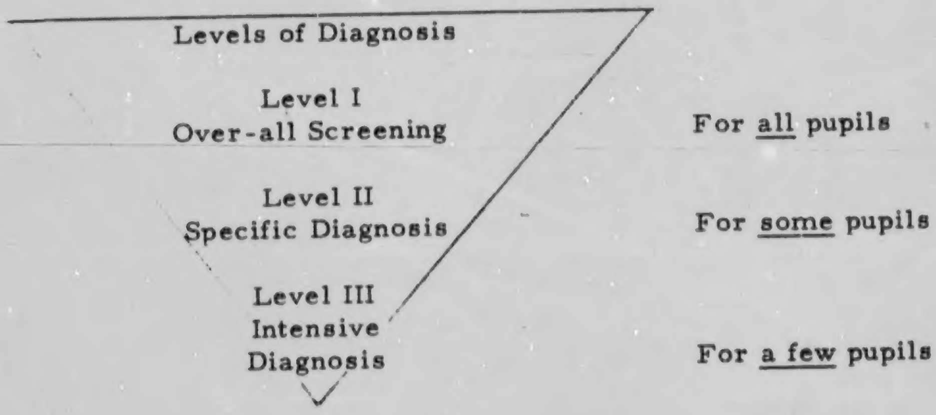
Diagnosis

The purpose of educational diagnosis is to evaluate and prescribe instructional programs geared to meeting the needs of the student.

The reading specialist will manage or direct the administration and analysis of all test given both in and out of the classroom. She will assist the teacher in setting up the appropriate classroom climate for testing and will help her record and utilize the diagnostic findings in a meaningful way.

The classroom teacher, utilizing the diagnostic data gathered, will individualize and implement each student's core program so as to meet his needs within the classroom. Close cooperation and communication must be maintained between the classroom teacher, the reading specialist, the librarian, and supplementary personnel.

A suggested procedure and schedule follows based on the three levels of diagnosis: over-all screening, specific diagnosis, and intensive diagnosis.



Level I - Over-all Screening: Screening tests will be given to all children in the D. P. I. Primary Reading Program to determine each student's general level of performance as compared with other students of his age or grade level. While these test results indicate a general level of skill development and may be used for tentative grouping, they do not pinpoint each student's strengths, weaknesses, and instructional needs. These tests will be administered by the classroom teacher in a group setting under the direction of the reading specialist.

Level II - Specific Diagnosis: While screening tests indicate the student's approximate instructional level, they do not establish his preferred learning modality or indicate his strengths and weaknesses.

Additional information will be needed to answer questions such as:

1. What is the extent of the pupil's sight vocabulary?
2. Can he attack unfamiliar words independently?
3. Does he use context clues?
4. Does he understand what he reads?
5. Is he able to distinguish between similar sounds?
6. Can he discriminate between words similar in form?

Most core programs provide diagnostic tests to be administered periodically. These tests, based on the specific vocabulary, concepts, and skills taught within the program, can be used to determine how well each pupil is learning. Whenever such evaluations are included within the core program selected, the tests should be used.

Other means of diagnosis will be available for classroom teachers to use with groups of children.

At the end of a three-week cycle, informal criterion-referenced items will be given to determine how well each student has learned what was taught. These items will be based upon the specific instructional objectives selected at the beginning of each cycle.

3-Week Instructional Cycle

Diagnose → Prescribe → Implement → Monitor

An individualized prescription will be formulated for each pupil using the information obtained from the screening and diagnostic data.

(Level III - Intensive Diagnosis:) A few students will not make expected progress despite the evaluation and instruction done previously. These students will be referred to the school's reading specialist for a more intensive study.

The reading specialist will have available a number of diagnostic instruments from which she can select those appropriate to administer individually to the student. These instruments will probe more deeply into the student's learning abilities to determine a more precise prescription for meeting his needs.

From Diagnosis to Prescription -

I. Steps in Diagnostic Procedures

A. Over-all Screening: Who? What? When?

All students in the D. P. I. Primary Reading Program will participate in the initial screening procedures. Students entering grade one will be given the Metropolitan Readiness Test. Students in grades two and three will have had the California Achievement Test or the California Test of Basic Skills in April of the preceding school year. The test data available from the Metropolitan Readiness Test for grade one and from CAT/CTBS for grade two and three will be used to identify and select D. P. I. students.

B. Specific Diagnosis: Who? What? When?

Students in grade one who make at least a letter rating of D or E on the Metropolitan Readiness Test will be given further diagnostic tests administered by the classroom teacher. Those making a letter rating of C and scoring low on certain categories of the Metropolitan Readiness Test will also be given further diagnostic test. The classroom teacher will administer the D. P. I. Criterion-Referenced Pre-Reading Screening Test to these students to ascertain where to begin in an instructional program for each of them.

Students in grades two or three falling six months or more below grade norm on the CTBS will be given the D. P. I. Criterion-Referenced Reading Skills Screening Test by the classroom teacher. This screening test will help pin point the students strengths and weaknesses and give an indication of the level of instruction each student is ready for.

After assignment to a core program, students who do not make expected progress according to either the core program test or the criterion-referenced items should be given further classroom diagnosis. This should be done at any point throughout the year when lack of progress is indicated.

C. Intensive Diagnosis: Who? What? When?

After a prescription based on group diagnostic data has been implemented for at least six weeks and the student shows little or no improvement, he will be referred to the reading specialist. At this point, a number of procedures will be available: classroom observation, re-evaluation of the cumulative data, delineated prescription, and individual diagnostic testing.

The reading specialist will administer appropriate diagnostic tests to the student and prepare an alternate prescription. A number of alternatives are available:

1. Implementation of pupil's core program with supplementary materials and experiences based on his needs.
2. Regularly scheduled tutorial help in specific skill building.
3. Additional small group experiences in specific reading/language areas.
4. Re-assignment to another core program. (A note of caution:students should remain in their assigned core program so that continuous progress, at each student's unique rate, can be seen. Therefore, adjustments in emphasis through materials or tutorial help must be tried before students are transferred from one core program to another.)

Prescription

Introduction

"The word 'prescribe' means literally to write before hand and 'prescriptive' to set down the directions. Diagnosis determines the direction of teaching and prescription determines how we carry out the directions for learning situations.

We can draw an analogy between medicine and education in this respect. The physician diagnoses his patient's problem in a variety of ways .....Only after he has made a diagnosis does he prescribe... treatment."[1]

"The effectiveness of diagnostic teaching is based upon the extent to which the teacher knows each pupil in his classroom. ...The teacher must know the specifics of each child's reading development. It is to the child's growth in the specific skills and abilities in reading, above all else, that the instructional program must be geared. Diagnostic teaching is based upon an understanding of the reading strengths and weaknesses of each child. ...Such teaching is based on continued diagnosis of the skill development of each child. It is also based on flexibility in programs of instruction so that the teacher can alter the general procedures or methods to meet the specific needs of the individual."[2]

The more accurate the diagnosis the better the prescription. However, the prescription per se will not alter the need. Only when the prescription is carried out to its fullest will positive results be seen.

Writing Prescriptions

A prescription is formulated for each student after informal observations have been considered and after all diagnostic data has been compiled and analyzed. Then the teacher, in conjunction with her conference with the reading specialist, writes the student's individualized prescription.

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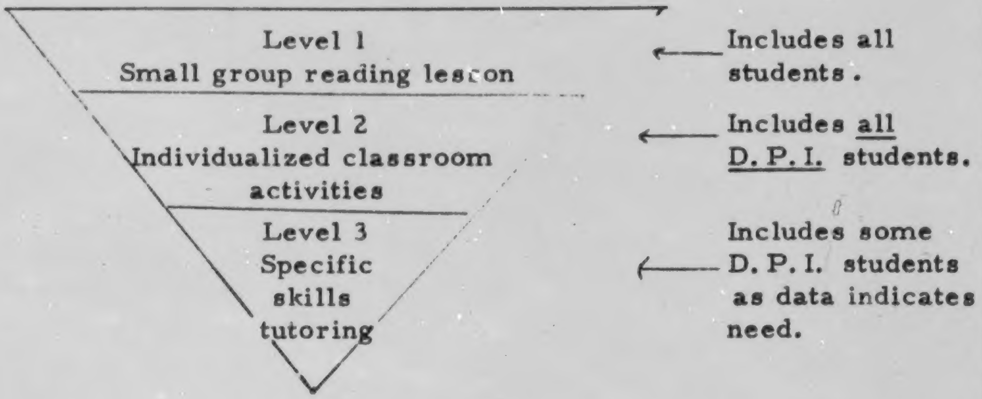
[1] Lawrence J. Peter. Prescriptive Teaching. St. Louis: McGraw-Hill Book Co. 1963.

[2] Guy L. Bond. "Diagnostic Teaching in the Classroom", Reading Diagnosis and Evaluation. Newark, Delaware: International Reading Association, Vol. 13 Part 4 pp. 130-131

Each of the three stages is essential to the student's progress.


Level 1
Small group reading lesson
Level 2
Individualized classroom activities
Level 3
Specific skills tutoring
Includes all students.
Includes all D. P. I. students.
Includes some D. P. I. students as data indicates need.

The individualized prescriptions should take into consideration a student's strengths and weaknesses. While capitalizing upon his strengths in the classroom core program, his weaknesses can be lessened through supplementary instruction.

It is impossible to give a specific prescription, but the following general guidelines should be followed when forming them.

1. Select realistic objectives for each student.

   Objectives chosen must be based upon the following data:

   the student's present instructional level
   his approximate rate of learning
   his strengths (classroom objectives)
   his weaknesses (supplementary instructional)
   his previous learning patterns as indicated by the compiled results of the monitoring cycle
   his interests and self-concept

2. Select his optimal modality and a compatible approach.

a. Students who have built a basic sight vocabulary and learn best when words are taught as wholes should use the visual modality and a whole-word or linguistic approach. Students learning by this approach should participate in the following experiences:

   Noting the distinctive features and outstanding configurations of whole words.

   Matching words to phrases and joining phrases to make sentences.

   Learning new words presented as wholes in a sentence or phrase context.

Determining various meanings of words.

Reading and responding to paragraphs containing the new words being learned.

b. Some students learn best by the auditory mode utilizing a phonetic approach. Students preferring this mode should participate in the following language experiences:

Sharpening auditory acuity so as to discriminate between similar sounds.

Creating, listening to and reciting rhymes, jingles, and poems.

Matching sounds and symbols — consonants, vowels, digraphs, blends, dipthongs, and common syllables.

Blending known sound-symbols together to form unfamiliar words.

Learning phonics generalizations.

c. A few students will need to utilize the tactile-kinesthetic mode, perhaps in combination with either the auditory or visual modalities in order to learn to read and write effectively. They need to experience activities including the following:

Tracing over letters, syllables, or words until they can reproduce them both auditorily and visually.

Outlining words having distinctive characteristics until they can retain the images of these words.

Participating in visual and written activities that build up left-to-right orientation and memory of sequence.

Associating words with their meaning and use in sentences.

d. Most students will learn to read through an eclectic approach utilizing multi-sensory modalities.

3. Select materials appropriate to the student's age and instructional and interest levels.

In some cases, programmed materials may be used appropriately while other students may be better motivated by using manipulative or high-interest level materials. It is important that the prescription writer know the student for whom the prescription is being written.

Prescription Form and Content-

Cycle/Diagnosis	Prescription: Grouping, materials, modes, tutoring, activities, etc.	Rdg. Aide/CAT	Quad Objectives Skill Area, etc.
List strengths and weaknesses here. These pin point the prescriptive needs.	1. List the activities to be taught in conjunction with the core program. Include new skills to be introduced.		WR5233 WR5334 Comp. 3264 Comp. 3265
	2. List skills to be reviewed or emphasized through individualized classroom activities.		
	3. List skills to be drilled on by supplemental personnel.	x	

For students in a group receiving the same core program instruction item 1 under the prescription section may be written on one student's form. On the form for the other students in the same group and the same core program a reference may be made to the student's form which has this part of the prescription for that group. This will eliminate writing the same thing a number of times.

Items 2 and 3 in the prescription section will vary for each student according to his needs and interests.

The classroom teacher and reading specialist will confer about each group of children and the individuals within each group.

Items 1 and 2 are to be written by the classroom teacher. Item 3 is to be completed by the reading specialist.

Prescription Implementation

Introduction

After a diagnostic evaluation has been made and a prescription written, the instructional procedures are implemented. The design of the instructional procedures involves:

1. Selection of available instructional materials
2. Preparation of new instructional materials
3. Developing a sequential plan geared to meeting the stated objectives.

The teacher is responsible for implementing the program within the classroom. She fulfills the specifications of the first two parts of the prescription - - directed instruction and individualized activities. Concurrently, the reading specialist writes the prescription to be used by supplemental personnel and sees that the third part of the prescription is successfully carried out.

Classroom Strategies

In planning instructional procedures, the following factors should be considered:

1. Pre-learning preparation - linking old learnings with new concepts.

2. Motivation - knowing what the goal is; succeeding generates success.

3. Provision of model of terminal performance - knowing what skill they will be expected to perform.

4. Participation - responding and participating actively in the learning activity.

5. Guidance - providing direction and support in the learning activity until the learner can function independently.

6. Practice - having opportunity to perform the skill in meaningful situations.

7. Knowledge of results - finding success rewarding by immediate reinforcement.

8. Sequential development of skills - organizing instruction from the simple to the complex and from the familiar to the unfamiliar.

9. Individual differences - gearing instruction to the varying rates, capacities and styles of learning.

10. Classroom teaching performance - developing skills and techniques that generate effective learning.

Stages of Prescription Implementation

Just as there are three levels of diagnosis and prescription formulation, prescription implementation can be classified in three levels. The chart below illustrates the strategies involved, the personnel responsible, and the materials to be used.

Prescriptive Teaching

	WHAT	WHO	HOW
LEVEL I	Identifying skills for group instruction based on the following: A. Demands of core program. B. Analysis of "Hard Date" 1. Learning Rate Amount of 2. Reinforcement Needed	TEACHER AND READING SPECIALIST	Core Program Materials
LEVEL II	Individualized implementation of in-class program based on the following: A. Pupil response. B. Teacher observation of pupils in group. C. Reading Specialist Observation of pupils in group. D. Analysis of appropriate instructional sequence based on pass-fail data.	Classroom teacher individualizes according to pupils needs within classroom. Consultation with the reading specialist may be necessary.	Selected supplementary materials according to mode and need of pupil. Techniques: Utilize a variety of materials manipulative, paper - pencil, observational, combination. (Group work at board, peer partner activities.)
LEVEL III	Specific prescription using supplemental services based on the following: A. Pass-fail test data B. Classroom response C. Pre-requisite skills	READING SPECIALIST	Implementation of specific prescription by reading aide using selected materials choosen by Reading Specialist.

Grouping facilitates the implementation of the prescription. The individual children in a group must be given differential treatment if specific needs of pupils are to be met. Steps toward differential treatment are as follow:

1. Recognition of differences within the group.
2. Differentiating instruction according to the needs identified.
3. Individualizing instruction according to the needs in the prescriptive form.
4. Implementation of the prescription through the modification of variable factors such as teacher's attitude, teaching methods, specific objectives for the child, special services and instructional materials and equipment.[1]

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[1] Harris and Smith. Reading Instruction Through Diagnostic Teaching. Chicago: Holt, Rinehart and Winston, Inc. 1972.

Factors in Grouping for Reading Instruction

Cushenberry lists a number of important factors to be kept in mind when grouping for reading instruction:

1. Since children grow at vastly different rates, one must be conversant with the teaching techniques which may be used at a number of grade levels.

2. Maximum reading growth can only be attained when instruction is based on the exact need of individual pupils. Evaluation must be both periodic and continuous with lesson plans centered especially on the areas which show limitations.

3. The membership of the groups must be kept flexible. Children's learning rates must be paced at all times.

4. Each child must be made to understand his strengths and limitations. Discuss with each child the nature of his errors and why certain practices will serve to improve his skills.

5. The physical arrangement of the room must be studied as a part of the grouping procedures.

6. On some occasions, the necessity may arise for forming small groups in the basis of needs or interest. A special helps group should be established and maintained on an "ad hoc" basis until a sufficient level of proficiency has been realized.

7. A large number of interesting reading materials must be available for all reading groups. It is urgent that we place the proper materials in the hands of individual pupils.

8. The grouping of all pupils requires a careful analyses of the reading level of each pupil.[2]

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[2] Donald C. Cushenberry, Reading Improvement in the Elementary School. West Nyack N. Y. Parker Publishing Co., 1969. pp. 32-34.

Alternatives for Individualizing Instruction -

There are several alternatives available for individualizing each student's program.

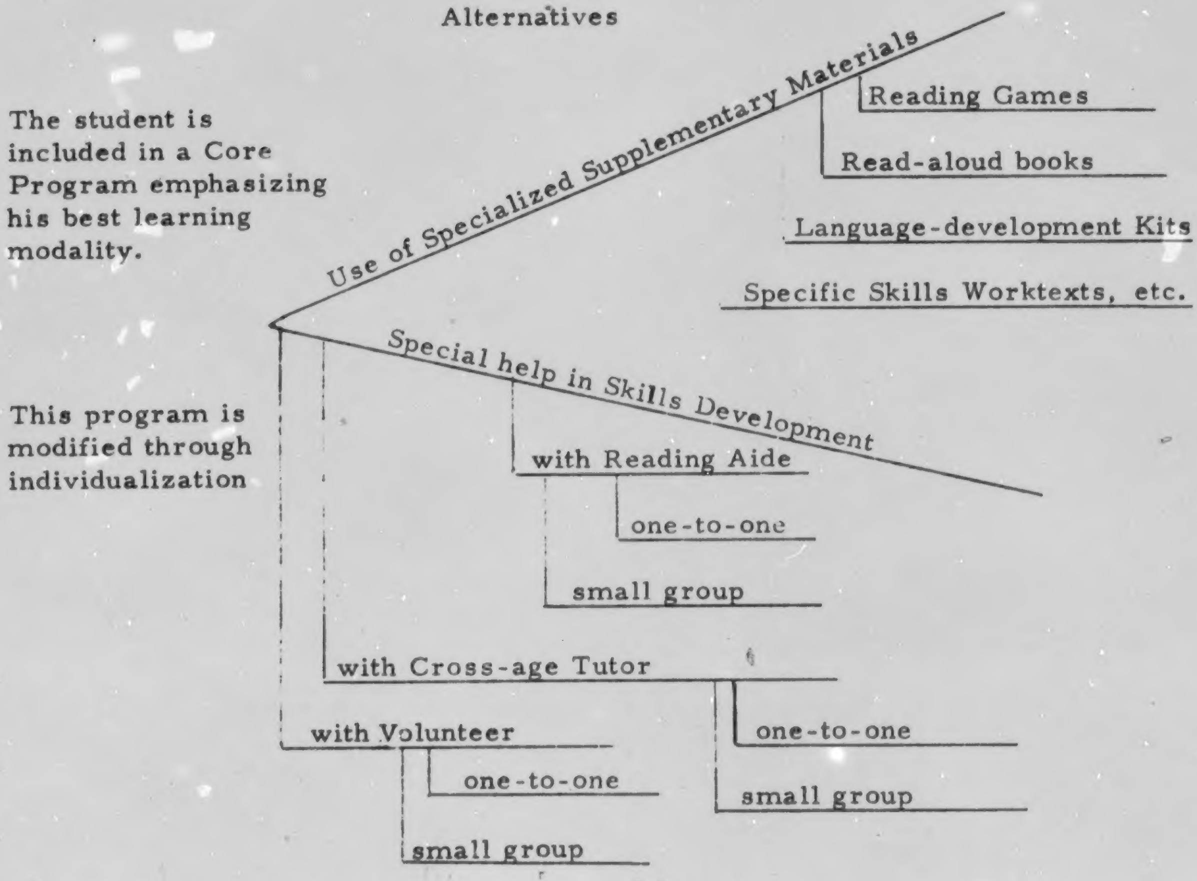
1. The reading specialist and classroom teacher can plan for flexible grouping within the core class so that specific skills and techniques can be taught more effectively.

2. Supplementary materials representing various modalities can be used with individual pupils or in small group situations in order to reinforce and strengthen each student's skills or concepts.

3. After intensive diagnosis, the reading specialist can refer the student for supplemental services in a one-to-one or one-to-four situation for a definite period of time. This tutoring may be done by a reading aide, cross-age tutor or volunteer depending upon the student's need.

4. If the intensive educational diagnosis indicates a need for such assistance, facilities will be available for referring the students for further health or psychological testing.

Alternatives


The student is included in a Core Program emphasizing his best learning modality.
This program is modified through individualization
Use of Specialized Supplementary Materials
Reading Games
Read-aloud books
Language-development Kits
Specific Skills Worktexts, etc.
Special help in Skills Development
with Reading Aide
one-to-one
small group
with Cross-age Tutor
one-to-one
small group
with Volunteer
one-to-one
small group

Flexible Scheduling -

If each student is to progress according to his ability and unique rate of learning, his instructional schedule will differ from those of his classmates, although group instruction is essential. Therefore, the student must spend some time each day in three kinds of language-development instructional grouping: large group instruction, small group interaction, and individual study.

The following schedules are presented as samples from which each teacher can plan her own three-hour of language-development instruction. Lunch, rest breaks, or physical education activities can be interwoven into each schedule as the over-all school schedule dictates.

Language-Development Schedule

Two Major Instructional Groups
(Based on Class of 30)

	Group A	Group B
40 min.	Teacher-directed Instruction	Small Group Activities or Individual Tutoring
40 min.	Follow-up Activities or Independent Study	Teacher-directed Instruction
40 min.	Small Group Activities or Teacher-directed Instruction	Follow-up Activities or Individual Tutoring
60 min.	Summarization and Large-Group Activities	

By following this schedule, it is possible to utilize two different major core programs or teach one core program at two different levels. Group A is composed of students meeting their objectives and therefore capable of working independently or in small group projects. Group B is composed of these students having difficulty meeting their objectives, most of whom will receive instruction from supplemental personnel.

Each group will receive at least forty minutes of small group instruction by the teacher and participate in various large group activities including previewing, studying, and reacting to an instructional film; participating in dramatics, choral reading, or listening experiences; sharing language or literature materials and experiences.

While Group B receives supplemental instruction or engages in programmed learning, students in Group A will work independently on challenging materials of interest to them.

Three Major Instructional Groups
(Class of 30)

	Group A	Group B	Group C
40 min.	Small Group Activities or Independent	Individual Tutoring or Small Group Activities	Teacher Directed Instruction
40 min.	Continuation of Small Group Activities or Independent Projects	Teacher Directed Instruction	Follow-up Activities or Individual Tutoring
40 min.	Teacher Directed Instruction	Follow-up Activities or Independent Study	Individual Tutoring or Follow-up Activities
60 min.	Follow-up Activities Teacher Directed Instruction	Teacher Director Instruction | Small Group Instruction	
	Large Group Language Development Activities (Drama, Choral Reading, Oral Language, Creative Writing, etc.)		

This schedule makes possible the utilization of three reading groups with provision for small group instruction, individual projects, and various kinds of supplementary instructional sessions. The teacher will be formally instructing each small group between 40 and 60 minutes each day and will have an additional thirty minutes to an hour for large-group activities.

Members of Groups B and C will also receive supplementary instruction if their prescription indicates such a need.

Four Major Instruction Groups

		30 min.	30 min.	30 min.	30 min.	30 min.	30 min.	
Group A	Overview Initial Instruction	Follow-up Activities	Small Group Activity	Small Group Activity or Independent Study	Creative-Writing-Literature	Teacher Instruction	Follow-up Activities	Large Group Activities
Group B		Small Group Activity		Creative-Writing Literature Activity	Teacher Instruction	Follow-up Activities	Independent Study	
Group C		Supplemental Instruction or Independent Study		Teacher Instruction	Follow-up Activities	Programmed Spelling/ Language Activity		
Group D		Teacher Instruction		Follow-up Activities	Supplemental Instruction and Programmed Spelling/Language Activity			

This schedule may be used with an individual class or in a family situation. The group is divided into four instructional groups based on instructional reading levels and modality preferences.

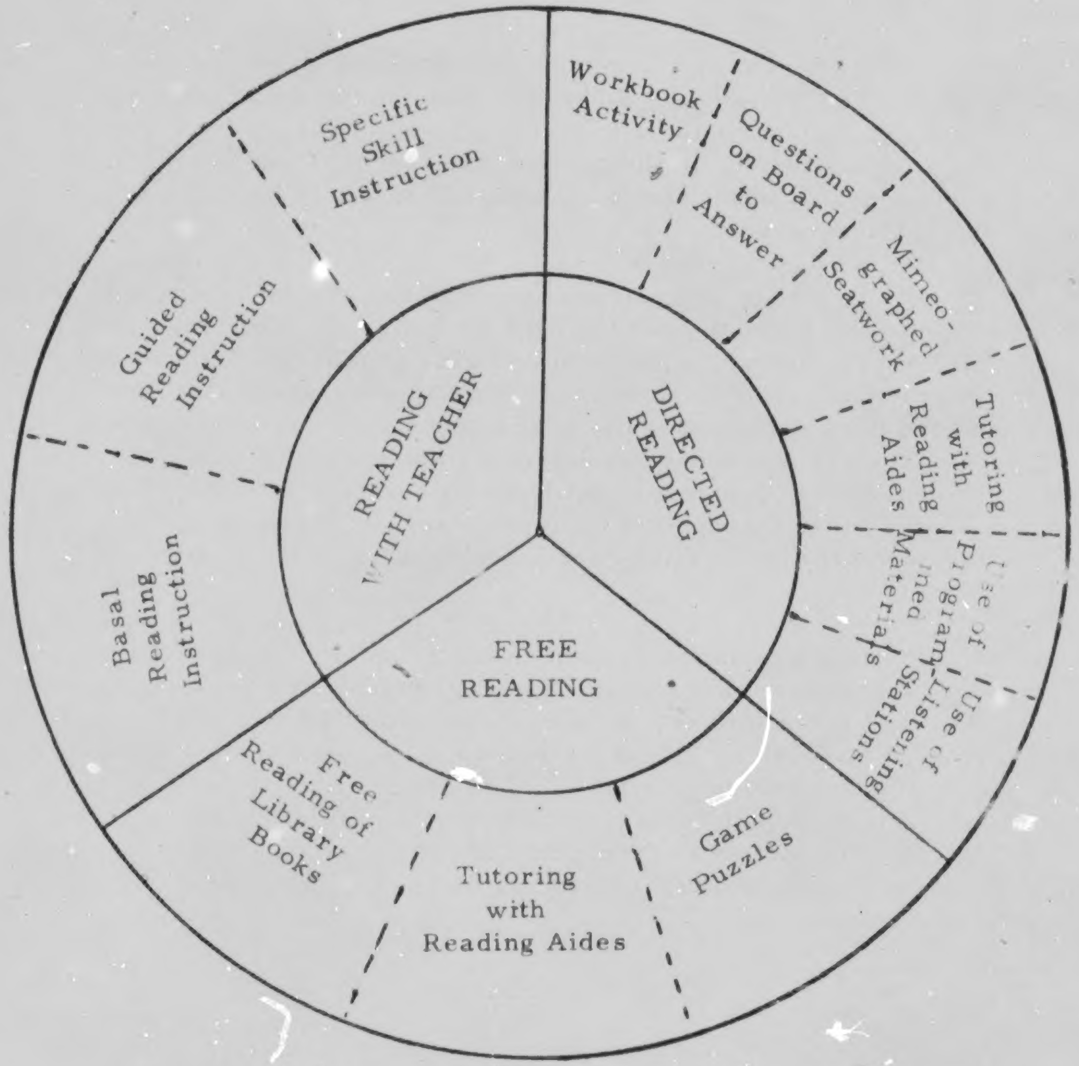
Group A and B are performing at or near grade level but learn best through different modalities. Groups C and D are performing below grade expectancy.

Each group works alone with the teacher for reading but may be re-grouped for spelling, writing, and language activities. Time is alloted for students in Groups C and D to receive supplementary instruction while students in Group A and B participate in additional small group and independent language activities based on interest as well as need.

* * * * * * *

The teacher and the reading specialist will work together to provide a solid challenging reading program for each student that will meet his needs and enable him to succeed.

SCHEDULING AND GROUPING


READING WITH TEACHER
DIRECTED READING
FREE READING
Specific Skill Instruction
Guided Reading Instruction
Basal Reading Instruction
Workbook Activity
Questions on Board to Answer
Mimeographed Seatwork
Tutoring with Reading Aides
Use of Programmed Materials
Use of Listening Stations
Game Puzzles
Tutoring with Reading Aides
Free Reading of Library Books

TIME	Marie's Group	Robin's Group	Daniel's Group
8:30 - 8:45	PLANNING TIME ACTIVITIES		
8:45 - 9:30	DIRECTED READING	FREE READING	READING with TEACHER
9:30 - 10:15	FREE READING	READING with TEACHER	DIRECTED READING
10:15 - 11:00	READING with TEACHER	DIRECTED READING	FREE READING
11:00 - 11:30	CHECK UP AND EVALUATION		

Individualization

Program Stream -

The program stream for a school or individual class is the composite of all approaches, modalities, and materials used in developmental reading. It implies unique systematic and continuous progress. It provides opportunity for creativity on the part of both teachers and students. It is a means of each student receiving instruction which best advances his individual learning needs.

Each faculty will be responsible for selecting the core program(s) that seems to best meet the needs of its students. In addition to core materials, supplementary equipment and aids should be available for use with individual pupils. However, using appropriate materials with students does not necessarily guarantee success and continuous progress. The teacher must consistently implement the program to insure sequential, developmental learning for each student. Each student should move through his core program successfully at his own unique pace if modifications are made to fulfill his specific instructional needs.

Since constant evaluation is built in the program stream, each student is expected to make continuous progress; therefore, continuity will be assured since forward movement indicates that the program is successful. For those few students who do not experience success, in-depth evaluation will be available. The results of such an evaluation may lead to minor adjustments or to altering the prescription in such a way that the student moves from one core program to another, but this should be done only after a thorough diagnosis indicates that such action is necessary.

Program Selections

Core Programs - A core program consists of a variety of materials and methods presented in a sequence designed to develop certain skills and concepts in a systematic way. Most core programs are complete within themselves based upon an "average" or "normal" group of pupils; however, implementation and modification become essential if individual needs are to be met and optimal learning occur.

There are five basic approaches used in core programs:

Eclectic
Controlled vocabulary
Programmed
Language experience
Individualized

Each faculty must determine which approach(es) best meet the instructional needs of its students and which materials representing each approach are most suitable. In making this decision, the teaching styles and preferences of the teachers must also be considered.

Supplemental Materials - In order to individualize the program and fulfill each student's prescription, supplemental materials for various modalities must be available. This includes audio-visual aids, manipulative objects, games, activities and reading matter utilizing various modalities: tactile-kinesthetic, auditory, visual or multi-sensory.

1. Tactile-kinesthetic mode stresses the use of touch and muscle movement to reinforce learning which ordinarily takes place through visual or auditory experiences.

2. Auditory mode stresses learning by hearing differences and similarities between stimuli.

3. Visual mode emphasizes learning by seeing simularities and differences between stimuli.

4. Multisensory mode stresses learning through the involvement of all sensory channels.

Through various diagnostic instruments the teacher can ascertain the mode of learning which results in the most effective acquisition and retention of the stimulus materials. The appropriate approach is then adjusted accordingly. No approach to teaching reading depends on a single mode of learning. Each approach emphasizes primarily the strengths of the students involved. Supplementary materials aid in providing help in the weak areas of the group so as to balance the modality needs of the pupils.

The proposed primary reading program is committed to an individualized continuous progress concept. Growth in and mastery of reading skills implies an on-going sequential development of abilities in the interpretation of written language. A core program that stimulates an eagerness to read and that encompasses the major reading skills should be the backbone of a primary reading program in a school. A variety of supplementary materials should be provided to individualize instruction so that various modes, styles, rates, and levels of learning can be met.

Programs are listed in the Appendix upon which to base core program selections and supplementary materials.

Some of the basal core programs are now used in the schools. Perhaps you will need to purchase only those materials necessary for maximum implementation of the program. The materials list will serve only as a guide in helping to match programs to pupils needs as diagnosed.

SAMPLES OF MODALITIES AND APPROACHES

Approach	Modality Emphasis	Sample Core Program	Supplementary Materials Modality	Some Suggested Materials
Controlled Vocabulary	Visual	Basal Readers Linguistic Readers	Auditory-kinesthetic Visual-kinesthetic	Syncronized Auditory - visual sets, kits, programs
Eclectic	Multi-sensory (all sensory channels)	Scott Foresman Systems L. L. L.		Listening and Literature Materials
Programmed Reading	Visual-kinesthetic	BRL Sullivan	Auditory - kinesthetic materials	Tape Recorders Listening Stations
Language Experiences	Multi-sensory	I/T/A Early to Read Language Experience in Reading — Encylopedia Britanica	Kinesthetic materials	Frostig materials
Individualized Instruction	Multi-sensory	Scholastic Kits	Materials to match needs of group as determined by diagnosis	Book collections Skills Kits, books Paperbacks

OVERVIEW OF D.P.I. PRIMARY READING PROGRAM OBJECTIVES

Comprehensive Skill Sequenced Objectives

The D. P. I. Reading Program will individualize each student's learning process by defining his learning and instructional needs according to specific objectives. The comprehensive skill sequenced objectives are presented in a separate manual for use in the actual teaching situation. Skill areas and their general objectives follow.

I 1000 PRE-READING SKILLS

PR-1100 Basic Concept Development

Given concentrated instruction in basic concept development, by the end of the first level, each student will demonstrate an understanding of color, size, shape, form, and of terms that show placement, relationship or position, motion, and facial expression, by completing each criterion referenced test item in these areas within a range of 80% to 100% accuracy.

PR-1200 Visual Concept Development

Given concentrated instruction in visual concept development by the end of the first level, each student will demonstrate and understanding of figure-ground relationships, comparisons of likenesses and differences, matching, naming, recognizing and identifying letter forms by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

PR-1300 Language Development

Given concentrated instruction in language development by the end of the first level, each student will demonstrate his ability to follow verbal directions, perceive sequential order, classify, recognize symbol-sign concepts, and name simple antonyms completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

II 2000 PERCEPTION SKILLS

PS-2100 Perceptual Skill Development

Given concentrated instruction in perceptual skill development, by the end of the second grade each student will auditorily and visually differentiate between directions and among colors, sizes, shapes, and sounds by completing each criterion-referenced item in each area with at least 80% accuracy.

PS-2200 Perception of Relationships

Given concentrated instruction in the development of the perception of sequence and of part-whole and sound-symbol relationships, by the end of the third year each student will demonstrate his understanding of such relationships by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

III 3000 - COMPREHENSION SKILLS
4000

CS-3100 Word Meaning - Vocabulary Development

Given consistent, intensive instruction in word meaning and vocabulary development, the student will demonstrate his understanding of words as symbols or concepts singly and in phrases and sentences by completing the criterion-referenced items with a minimum of 80% accuracy.

CS-3600 Literal Comprehension

Given consistent, intensive instruction in literal comprehension emphasizing details; classification; relationships (time, sequence; part-whole, cause and effect); main ideas and summarizing, the student will indicate his mastery of basic literal comprehension skills by completing the criterion-referenced items with at least 80% accuracy.

CS-4000 Inferential Comprehension

Given continuous systematic instruction in inferential comprehension emphasizing making comparisons and contrasts, cause and effect reasoning, forming judgements, predicting outcomes, drawing conclusions, distinguishing fact from opinion, sensing motives and forming generalizations, the student will demonstrate his ability in these areas by completing the criterion - referenced items with at least 80% accuracy.

CS-4600 Oral and Written Expression

Given continuous instruction in creative oral and written expression through experiences in listening, viewing, and reading, by the end of the third grade the student will demonstrate his proficiency in oral and written communication by performing criterion-referenced items with a minimum of 80% accuracy.

IV 5000 WORD RECOGNITION SKILLS

WR-5100 Configuration Clues

Given systematic instruction in word attack skills using configuration clues, by the end of the second grade, the student will identify basic sight words in isolation, in phrases, and in sentences with 80%-100% accuracy as measured by the criterion-referenced items.

WR-5200 Phonics Skills: Consonants, Blends, Vowels and Diphthongs

Given systematic instruction in the development of phonics skills, including auditory and visual recognition of beginning, medial and ending consonants, consonant digraphs and blends, vowels, vowel combinations, digraphs and diphthongs, each student by the end of the third grade will demonstrate his ability to decode words composed of these elements by completing all criterion-referenced items within a range of 80%-100% accuracy.

WR-5265 Consonant and Vowel Irregularities

Given systematic instruction in the recognition of sound combinations containing silent letters and common constant and vowel irregularities, each student by the end of the third grade will decode such words by completing all criterion-referenced items with a range of 80%-100% accuracy.

WR-5300 Structural Analysis: Inflectional Endings

Given concentrated study in inflectional endings ing, s, ed, and the apostrophe s, by the end of grade three, each student will aurally, orally, visually and graphically recognize, identify and apply these endings to appropriate root words, making any needed change to the root form within a range of 80%-100% accuracy.

WR-5320 Structural Analysis: Affixes

Given concentrated instruction in affixes in relation to root words by the end of the third grade, each student will select appropriate affixes for given root words and comprehend sentences containing these words in verbal and written exercises within an accuracy range of 80%-100%.

WR-5340 Contractions

Given concentrated instruction in the purpose and use of contractions, each student by the end of the third grade will complete oral and written criterion-referenced items regarding contractions with 80%-100% accuracy.

WR-5350 Compound Words

Given concentrated instruction in compound words, by the end of the second grade each student will understand the concept of compound words and will identify, read, form and use compounds made of words with and accuracy level range of 80%-100%.

WR-5360 Plurals

Given intensive instruction regarding plural forms, each student will by the end of the third grade demonstrate his knowledge of the plural forms of words including: adding s or es to the singular, variant plural forms, and words having the same form for singular and plural. Criterion-referenced items must be completed within a 80%-100% accuracy range.

WR-5370 Syllabication

Given intensive instruction in syllabication each student will demonstrate by the end of the third grade his knowledge of syllabication by determining the number of syllables heard in a word and by dividing two and three syllable words correctly within an 80%-100% accuracy range.

V 7000 STUDY SKILLS

SS-7100 Alphabetization and Numeration

Given concentrated instruction in alphabetization and numeration, by the end of the third grade each student will demonstrate his understanding of these concepts by completing criterion-referenced items with a minimum accuracy level of 80%.

SS-7200 Title Page, Table of Contents, Glossary and Dictionary

Given concentrated instruction in locating specific items of information from a title page, table of contents, glossary and dictionary by the end of grade three each student will complete the criterion-referenced items with 80% accuracy.

SS-7300 Following Directions

Given systematic instruction in and opportunities for following directions, the student will implement directions in criterion-referenced items within a range of 80%-100% accuracy.

SS-7400 Maps, Charts, Graphs, Tables and Indices

Given systematic instruction in reading and interpreting maps, charts, graphs, tables and indices, the student will demonstrate his understanding of the related skills by completing criterion-referenced items with a minimum accuracy level of 80%.

SS-7500 Card Catalog, Encyclopedia, Atlas, Telephone Directory

Given systematic instruction in the use of the library card catalog, the atlas, dictionary, encyclopedia and telephone directory, the student will select the appropriate source for the information requested in the criterion-referenced items with a minimum of 80% accuracy.

SS-7600 Common Abbreviations in Reference Materials

Given systematic instruction in reading, writing and using common abbreviations found in reference materials, the student will demonstrate his understanding of abbreviations and the words they represent by completing the criterion-referenced items with a minimum accuracy level of 80%.

SS-7700 Note-taking

Given systematic instruction in taking notes on auditory and written material, the student will demonstrate his understanding of and skill in taking notes by completing the criterion-referenced items with 100% accuracy.

SKILL LEVELS

The skills found in this Quad Manual range from the pre-reading level to low fourth grade reading level. Yet, except for the pre-reading section, items are not designated by level. This was omitted purposely for several reasons:

1. Skills should be selected that are appropriate for the student regardless of his designated grade level. Some first graders can handle the referenced material skills while some third graders will still be unable to handle all comprehension items.

2. Each core program presents skills in a somewhat different sequence. Students progress through the core program at varying rates. Therefore, no suggested sequence will correlate with all core programs being used.

3. Just as every student has his unique preferred learning style every teacher has her unique style of instruction. As she analyzes the progress made by each student she is free to choose those skills that best meet the student's needs within the context and format of all material to be presented.

4. Supplementary personnel make it possible for the students to achieve mastery in many skills at a higher level due to the expertise they bring into the tutoring situation as a result of in-depth training.

Tests of most of the Quad Manual Skills will be available on several levels so that pupils in all three grades may be given the test on their reading level.

In most cases only two tests - an initial one and an alternate - will be available for those requiring only oral responses.

Tests requiring the reading of paragraphs will be written on two or three levels depending upon the complexity of the skill.

USE OF THE PRE-READING SECTION

This section was added to the present Quad Manual at the request of the First Grade teachers who found some of their pupils unready for formal reading instruction. While second and third graders will not be eliminated from taking tests in this section if they are reading at or below primer level, the items have been written explicitly for the first graders who are not capable of handling the initial reading skills.

The term "pre-reading" rather than "reading readiness" has been chosen since "readiness" is an important element at all stages of reading growth, from the early primary years through adulthood. Cushenberry reminds us that:

> "The children in every classroom are always moving toward another 'rung' in the reading 'ladder' of skills. To gain proficiency in reading, each pupil must have adequate readiness for each successful level of understanding."[1]

Children beginning in this section should be "graduated" into the other sections as soon as possible. While premature entry into formal reading instruction can be damaging in that the child builds up a "failure" expectation, retaining him in pre-reading skills unnecessarily can be equally bad. The reading specialist and teacher, after an analysis of the pupil's progress based upon cycle data and classroom observation, should decide when each child can be moved into the formal reading stream. In making this decision, the very important factors of social development, mental capacity, background of experience, auditory and visual discrimination and general language development must be considered. The pupil may be deemed "ready" for formal reading instruction when he is able to perform the required tasks without noticeable physical or emotional discomfort.

The pre-reading section is divided and placed immediately in front of the sections containing related skills. This should enable the teacher to better judge when the pupil has mastered the skills pre-requisite to those presented in the formal skills section. Thus, items listed under perception skills may be prescribed for the pupil even though he is still working on the pre-reading word-recognition skills.

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[1] Donald C. Cushenberry. Reading Improvement in the Elementary School. West Nyack, N.Y. Parker Publishing Co., Inc.

INDEX

Guide to Skill Selection

I SKILL CLUSTERS

This section has been prepared to enable the user to locate skills that are similar and may be taught and tested concurrently. However, since the skills differ in level of complexity and vocabulary used, check each item before including it in a pupil's prescription.

- Abbreviations S.S. 7602-7606

- Affixes W.R. 5334-5336; W.R. 5376
  - Comparatives (er, est) W.R. 5333
  - Inflectional endings W.R. 5301-5304; C.S. 3132-3134
  - Rules governing W.R. 5306-5310; W.R. 5376
  - Prefixes W.R. 5321-5326; C.S. 3135-3137
  - Suffixes W.R. 5327-5332; C.S. 3139

- Alphabet
  - Recognition P.R. 1209-1221; P.S. 2108-2112
  - Sequence S.S. 7105-7112
  - Use in Dictionary S.S. 7111

- Antonyms P.R. 1413; C.S. 3129-3131

- Classification Skills
  - Objects and pictures P.R. 1408-1410; C.S. 3607
  - Phrases C.S. 3610
  - Words (names) C.S. 3608-3611

- Colors, basic P.R. 1101-1107; P.S. 2104-2105

- Compound Words W.R. 5351-5355; C.S. 3140-3141

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  - Cause and effect relationships C.S. 3622-3627; C.S. 4005-4007
  - Classifying C.S. 3607-3611
  - Comparing and contrasting C.S. 4001-4004
  - Distinguishing between fact & opinion C.S. 4013-4014

Comprehension Skills (Cont.)
- Drawing conclusions C.S. 4011-4012
- Inferential C.S. 4000-4016
- Literal C.S. 3600-3634
- Main ideas C.S. 3628-3630
- Making generalizations C.S. 4016
- Making judgment C.S. 4008
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- Noting details C.S. 3601-3606
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- Basic shapes of objects P.R. 1222-1225; P.S. 2101-2103
- Basic shapes of letters P.S. 2111; P.S. 2212
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- Final W.R. 5207-5224
- Silent W.R. 5271-5272
- Sounds of P.S. 2213-2215; W.R. 5266-5270
- Substitution W.R. 5259-5262

Context Clues
- Forming compounds from C.S. 3141
- Meaning of words C.S. 3122; C.S. 3139
- Summarizing C.S. 3632-3634

Contractions W.R. 5341-5346

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- Concepts P.R. 1112
- Following directions P.R. 1401-1403; S.S. 7301-7305
- Left-right discrimination P.S. 2116-2117
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D. P. I. PRIMARY READING

Calendar for Cycles: 1973-1974

A = third grade   B = second grade   C = first grade

1st Cycle Begins			
A.	9/10/73	14 days	(9/14/73 Ins)
B.	9/17/73	14 days	(10/1/73 Ins)
C.	9/24/73	14 days	(10/1/73 Ins)
2nd Cycle Begins			
A.	10/ 2/73	13 days	(10/19/73 H)
B.	10/ 8/73	14 days	(10/19/73 H)
C.	10/15/73	15 days	
3rd Cycle Begins			
A.	10/22/73	15 days	
B.	10/29/73	15 days	
C.	11/ 5/73	18 days	(Split Cycle: Thanksgiving Week)
4th Cycle Begins			
A.	11/12/73	18 days	(Split Cycle: Thanksgiving Week)
B.	11/26/73	15 days	
C.	12/ 3/73	15 days	
5th Cycle Begins			
A.	12/10/73	15 days	(Split Cycle: Christmas)
B.	12/17/73	15 days	(Split Cycle: Christmas)
C.	1/ 7/74	15 days	Christmas Vacation: 12/24/73 - 1/4/74
6th Cycle Begins			
A.	1/14/74	14 days	
B.	1/21/74	14 days	(1/28/74 Ins)
C.	1/29/74	14 days	
7th Cycle Begins			
A.	2/ 4/74	14 days	
B.	2/11/74	14 days	(2/18/74 H)
C.	2/19/74	13 days	
8th Cycle Begins			
A.	2/25/74	14 days	
B.	3/ 4/74	14 days	(3/8/74 Ins)
C.	3/11/74	15 days	
9th Cycle Begins			
A.	3/18/74	15 days	
B.	3/25/74	15 days	
C.	4/ 1/74	15 days	

*10th Cycle Begins

A.	4/ 8/74	18 days	(Split Cycle: Test Week?)
B.	4/22/74	18 days	(Split Cycle: Spring Vacation Week of April 15.)
C.	5/ 6/74	15 days	

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*Some leadway here due to city-wide testing.

GETTING STARTED

Task Analysis of the First Month of School

I. First Grade Teachers

During September, all first grade teachers participating in the D. P. I. Primary Reading Program will complete the following tasks:

A. Administer the Metropolitan Readiness Test to all first graders between September 10 and 13, 1973 and record data according to instructions.

B. Identify and list alphabetically, by last names, all DPI students. A students is automatically eligible for DPI if:
  1. he scores D or F on the Metropolitan Readiness Test
  2. his overall score is the "C" range but falls below the raw score of 10 on and two of these three sub-tests: Matching, Numbering, Copying.

C. Between September 17 and September 19 the D. P. I. Criterion-Referenced Pre-Reading Screening Test is to be administered to all DPI students in grade one. Score tests and record data according to directions.

D. All of the data must be completed and in the hands of the Reading Specialist no later than Wednesday, September 19. The coordinator's copy should be in her hands by Wednesday, September 26.

E. During the week of September 17, in conjunction with the teacher-reading specialist conference, prescriptions should be written for each DPI student.

F. The Cycle 1 instructional period begins Monday, September 24. Specific reading objectives for Cycle 1 must be selected for each student by that time so that the instructional period can begin as of September 24.

Complete the D. P. I. Primary Reading Form 1 for each DPI child by September 21, 1973.

II. Second and Third Grade Teachers

During September, the second and third grade teachers will complete the following tasks:

- A. List alphabetically by last name all students eligible for the D. P. I. Primary Reading Program.
    1. All students previously in DPI are to be in the program 1973-1974 regardless of their score on the CAT /CTBS given in April 1973.
    2. All second and third graders not previously in DPI who score six months or more below grade norm on the CAT/CTBS given in April 1973 are eligible for the program.
        - a. DPI Second Graders: All students making a grade placement score between .0 - 1.2 are considered DPI students.
        - b. DPI Third Graders: All students making a grade placement score between .0-2.2 are considered DPI students.
    3. Add tentatively to your list all students for whom scores on the CAT/CTBS for April 1973 are unavailable.
- B. During the week of September 4-7 all DPI third graders and those third grade students listed tentatively for DPI because no test scores are available for them (April 1973), are to be given the D. P. I. Criterion-Referenced Reading Skills Screening Test. Score tests and record data according to directions.
- C. No later than the week of September 10-13, the DPI second graders and those second grade students listed tentatively for DPI because no test scores are available for them (April 1973), are to be given the D. P. I. Criterion-Referenced Reading Skills Screening Test. Score test and record data according to the directions.
- D. Complete all records on D. P. I. pupils.
    1. All third grade data should be completed and recorded by September 7, 1973.
    2. All second grade data should be completed and recorded by September 14, 1973.
    3. The Learning Modalities Inventory should be given to all D. P. I. pupils whose preferred modality is unknown.

DPI-PRI #1

INDIVIDUALIZED DIAGNOSTIC FORM

(To be completed by teachers for all students. Keep until first conference with reading specialist. Then store in reading specialist's class binder.)

Student's Name ____________________ ID# __________ Birth date ____________
last name first name

1972-73:	____	____________	____________
	____	____________	____________
	____	____________	____________
	Grade	Teacher	School
1973-74:	____	____________	____________
	____	____________	____________
	____	____________	____________
	Grade	Teacher	School
1974-75:	____	____________	____________
	____	____________	____________
	____	____________	____________
	Grade	Teacher	School

Reading Instructional Level	Date	How Determined
1.		
2.		
3.		
4.		
5.		

Predominant Learning Modality (give dates of testing):

Predominant Approach (give dates):

Core Program (give dates):

DPI-PRI #1

Testing Results

Name of Test   Form   Date Admin.   Diagnostic Results

First Grade:

1. Metropolitan Readiness Test

number

A.Word Meaning ________
B.Listening ________
C.Matching ________
D.Alphabet ________
E.Numbers ________
F.Copying ________
Total: (letter) ______

2. American Guidance Service Test (First Grade Screening Test)

Total: ____________
Prognosis: ____________
____

3. California Test of Basic Skills

Reading:
a. ____________
b. ____________
Total battery: ________

Arithmetic:
a. ____________
b. ____________
Total battery: ________

Second Grade   Form   Date Admin.

(grade score)

1. Gates-MacGinitie

Vocabulary: ____________
Comprehension: ________
Total: ____________

2. Learning Modalities Inventory

Instructional Level: ______
Preferred Modality: ______
____

3. California Test of Basic Skills

Reading:
a. ____________
b. ____________
Total battery: ________

Arithmetic:
a. ____________
b. ____________
Total battery: ________

4. California Test of Basic Skills (if given twice during the school year)

Reading:
a. ____________
b. ____________
Total battery: ________

Arithmetic:
a. ____________
b. ____________
Total battery ________

DPI-PRI #1
Testing Results (cont.)

Name of Test **Form** **Date Admin.** **Diagnostic Results**

Third Grade:

(grade score)

1. Gates-MacGinitie

Vocabulary:________________
Comprehension:________________
Total:________________

2. Learning Modalities Inventory

Instructional Level:__________
Preferred Modality:__________
____

3. California Test of Basic Skills

Reading:
a.____________________
b.____________________
Total battery:____________

Arithmetic:
a.____________________
b.____________________
Total battery:____________

4. California Test of Basic Skills (if given twice during the school year)

Reading:
a.____________________
b.____________________
Total battery:____________

Arithmetic:
a.____________________
b.____________________
Total battery:____________

Special tests as required by individual needs:
(indicate grade of child and date administered)

DPI-PRI #1B - Class List of D.P.I. Children

Teacher__________________________ Room_____ Grade_____ School__________________________

Directions for the teacher: List below all children in your class selected to have DPI in September, 197_. If a child leaves your school, is transferred to another teacher during the year, or is taken out of DPI during the year, print DROP and the date (example: Smith, Alice DROP 10/12/72).

If a new child is added after this initial selection, print his name at the end of the list, the word ADD, and the date (example: Jones, John ADD 12/7/72). This list MUST be kept accurate in order for the monitoring technician to keep correct records. If additional space is needed, add a blank sheet and continue with the children's names.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________
21. ______________________________
22. ______________________________
23. ______________________________
24. ______________________________
25. ______________________________
26. ______________________________
27. ______________________________
28. ______________________________
29. ______________________________
30. ______________________________
31. ______________________________
32. ______________________________
33. ______________________________
34. ______________________________
35. ______________________________
36. ______________________________
37. ______________________________
38. ______________________________
39. ______________________________
40. ______________________________
41. ______________________________
42. ______________________________
43. ______________________________
44. ______________________________

list children alphabetically, last name first

Please count the children in DPI on the last Monday of each cycle listed below, i.e., the Monday of a "testing week", and record the number in the box provided:

cycle 2/12/22

cycle 4/14/24

cycle 6/16/26

cycle 8/18/28

cycle 10/20/30

DPI-PRI #1C - In-Class Grouping for Reading, 197_

Teacher__________________________ Room____ Grade____ School_______________________

Directions to teacher: Please indicate below your in-class grouping for reading (and related instruction if pertinent). When a child changes groups, write CHANGE next to his name and the date. Add him or a new arrival to another group and write ADD next to his name. If a child leaves your class, write TRANSFERRED or DROPPED after his name, followed by the date.

Write the core program being used at the top of each group. Use the back of this paper or add new sheets when necessary.

Check this list for accuracy at the end of each 2 cycles.

Keep this form in the front of the DPI class binder.

Group/Core Program	Students' Names (last name first)	ID Number	Change of Status	Effective Date

Directions for Using DPI-PRI Form #2
(Fill out two copies.)

1. Conference - reading specialist and teacher
   a. Complete the top of the sheet
   b. Fill in the first five columns (up to the double line). This will be the individual prescription for the next cycle. If supplementary personnel are assigned, the reading specialist indicates this in the appropriate column and fills out DPI-PRI #100, Supplementary Personnel - Assignment & Work Completed.

2. Teacher keeps one copy to use for planning and reference during the next three weeks.

3. Reading specialist gives the second copy to monitor technician. The monitor will use this to set up her testing schedule and record test results.

4. Using this form the monitor technician will put on her testing calendar:
   a. Child's name
   b. Room number
   c. Criterion reference test numbers ordered

5. Monitor technician files this paper in its proper class binder alphabetically by last name of child.

6. The day before the child is scheduled for testing, the monitor technician will get this form #2 and then get the tests which are ordered from the test file. The tests can be clipped to this sheet. Do this for all children scheduled to be tested the following day so that testing can begin promptly at 8:45 AM the next morning. Put them in the order that the children will be tested. Consider grouping and room locations.

7. Testing: after giving the test, the monitor technician immediately records the results on this form in the last two columns. If the child has passed the test according to the criterion indicated on the test copy, put a P in the last column. If the child did not pass, put a slanted line across the box.

8. Record the results of the testing as soon as possible on DPI-PRI Form #3, Individual Student Record. Look at the key to see how Pass or Fail is recorded.

9. File this sheet back in the class binder alphabetically by the last name of the child.

10. The reading specialist and the teacher will refer to this form, DPI-PRI #2, in their next conference.

DPI-PRI Form #2
QUAD OBJECTIVES FOR TWO CYCLES
Diagnosis, Prescription, Results
197_ - 197_

Quad Manual Section Abbreviations To Be Used Below:
PS = Perceptual Skills
CS = Comprehension
WR = Word Recognition
SS = Study Skills

Name__________________ ID#________ Grade____ Room #_____ Teacher______________ School______________
last name   first name

Cycle	Diagnosis	Prescription: materials, modes, tutoring, grouping, etc.	R.Aide, Tutor,	Quad Objectives: Skill area (abbrev.), Roman numeral, number of CRI, page in Quad	Mon.Tech.fills in: % Right	Pass(P) Fail(/)

Comments:

DPI-PRI Form #100

SUPPLEMENTARY PERSONNEL - ASSIGNMENT & WORK COMPLETED

☐ Volunteer
☐ Cross-Age Tutor
☐ Reading Aide____________________ School____________________ Reading Spec.____________________

Reading specialist fills out:			Directions to Aide: what skill by number and area, suggested method & materials	To be completed by aide, tutor, volunteer: material actually used, other comments	Rate child's work:	
Cycle	Student's Name	Teacher & Room #			Suc-cess-ful	Needs more help

(over)

☐ Volunteer
☐ Cross-Age Tutor
☐ Reading Aide______________________ School__________________ Reading Spec.________________________

SUPPLEMENTARY PERSONNEL - ASSIGNMENT & WORK COMPLETED

Reading specialist fills out:			Directions to Aide: what skill by number and area, suggested method & materials	To be completed by aide, tutor, volunteer: material actually used, other comments	Rate child's work:	
Cycle	Student's Name	Teacher & Room #			Successful	Needs more help

(over)

DPI-PRI Form #5

A Class Tally of Items Passed in Each Section Taken from DPI-PRI #3B (Flap)

School____________________ Teacher____________________ Grade_____ Room No.________

Cycles___&___ 197_

DPI Child	Per.	Comp.	Word, St.Ph	Study
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
TOTAL				

Cycles___&___

DPI Child	Per.	Comp.	Word, St.Ph	Study
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
TOTAL				

The monitor technician fills out this form at the end of every two cycles.

Directions:

Copy the totals from each DPI child's "flap," Form #3B, so that each child's totals are on one line.

(The numbers are only to help the monitor technician and reading specialist count the number of children in each class who have been recorded.)

When all DPI children from the class have been recorded, add up each column.

When the form has been completed, the monitor technician gives it to the reading specialist who transfers totals to DPI-PRI School Summary Form #6.

The reading specialist then returns this tally to the monitor technician.

(If necessary, both columns may be used for recording one two-cycle period.)

File in front of classroom binder.

DPI-PRI Form #6, School Summary, 197_ - 197_

School______ ________________ Reading Spec.________________________ CYCLES____&_____

PERCEPTUAL SKILLS

	1st Grades					2nd Grades					3rd Grades					School Total
Room #					Totl					Totl					Totl	
Totl.# CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

COMPREHENSION

	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
Totl.# CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

WORD ATTACK, STRUCTURAL ANALYSIS, PHONICS

	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
Totl.# CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

STUDY SKILLS

	1st Grades				Totl	2nd Grades				Totl	3rd Grades				Totl	School Total
Totl.# CRI Passed																
# DPI Child.																
Avg. # CRI Pass per Child																

The reading specialist fills out this form at the end of every two cycles. Information recorded here comes from DPI-PRI Form #5 (class tally) and when completed is transferred to DPI-PRI Form #7, One-Year School System Summary.

Directions for Form #6, School Summary:

Fill in the room numbers of each classroom on the first line. Totals for each classroom will be recorded vertically (down) each column.

Totals to be filled in are taken from DPI-PRI Form #5. "Totl # CRI Passed" in each skill area is found in the "Total" boxes at the bottom of Form #5. "# DPI Child." is found by counting how many DPI children have been recordod for that class for those two cycles on Form #5.

The reading specialist then divides the number of children into the number of skills passed to get the "Avg. # CRI Pass per Child."

After recording the information for each classroom, add the first two rows across ("Totl. # CRI Passed" and "# DPI Child.") to find grade totals ("Total" column). To find the average number of skills passed per child for the grade, divide the # DPI Child. into the Totl. # CRI Passed. Enter this into the remaining box (darkened outline).

To get the School Total (last column), add the grade total boxes across for "Totl. # CRI Passed" and "# DPI Child." Then divide to get the average number of skills passed per DPI child for the school in each of the skill areas.

When this form is completed, the totals in the dark-outlined boxes should be transferred to the One-Year School System Summary, DPI-PRI Form #7.

DPI-PRI #7A*

ONE-YEAR SCHOOL SYSTEM SUMMARY, 197_ -197_

Numbers shown indicate mean number of skills passed by each DPI child, $\frac{\text{\# skills passed in each grade per cycle}}{\text{\# DPI children in each grade per cycle}}$

To be filled out by Central Office from DPI-PRI #6.

PERCEPTION SKILLS

Cycle	1&2	11&12	21&22	Avg.	3&4	13&14	23&24	Avg.	5&6	15&16	25&26	Avg.	7&8	17&18	27&28	Avg.	9&10	19&20	29&30	Avg.
Grade	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass	1	2	3	Pass
Brandeis																				
Breck'rdg																				
Carmichl																				
Carter																				
Cochran																				
Coleridge-Taylor																				
Cotter																				
Engelhard																				
Foster																				
Franklin																				
Johnston																				
Jones																				
Kennedy																				
Lincoln																				
Lowell																				
McFerran																				
Prklnd.																				
Perry																				
Roosevlt.																				
Shawnee																				
Southwick																				
Strother																				
Tingley																				
Washntn.																				
Wheatley																				
Young																				

*three additional forms, one for each of the remaining skills areas, will be completed by Central Office. Forms are numbered 7B, 7C, and 7D.

Directions for DPI-PRI Form #7

1. Transfer total mean for each grade level (bottom right corner square) and school mean from DPI-PRI #6.

2. Check to see that you have:

   a. the correct school

   b. the correct two cycles

   c. the correct grade

   d. the correct skills area (example: Perceptual Skills, top line on #6 to 7A Perceptual Skills, School System Summary; example: Study Skills, last line on DPI-PRI #6 to 7D Study Skills, School System Summary)

3. There are four school system summaries per year, one for each of the four skill areas.

Interpretation:

1. Each square represents about 6 weeks of work (2 cycles).

2. Each square represents a grade level which is made up of 2 to 4 classrooms.

3. The numbers under each grade level box are taken from DPI-PRI #6, School Summary, the bottom right corner box. The number is the total number of Criterion Referenced Items Passed in Two Cycles divided by the total number of DPI Children. The result is the average number of tests passed in each skill area per child.

4. "Avg.Pass" is the school average of numbers of skill items passed in each area per DPI child.

5. This form is completed by Central Office staff. The information is supplied by the coordinators.

TRAINING INSTITUTE FOR READING AIDES

Purpose

The purpose of the D. P. I. Training Institute for reading aides is to give necessary reading skills to paraprofessionals so that they can effectively offer supplemental services to students on a one-to-one or small group basis.

The reading aides will be expected to know reading skills and corresponding instructional techniques for their role in the D. P. I. Primary Reading Program.

Organization

There will be approximately 130 reading aides participating in the institute. The training staff will consist of two professional and two paraprofessional positions.

Duration

The training will operate in two phases. The first phase will be held during the first two weeks of the school year. During this period, the reading aides will report to the training institute daily for intensive preparatory experiences. The second phase of the training institute will begin following the initial two week period and continue throughout the school year. Small groups of reading aides will be cycled through this phase periodically for continuous training.

Provision in this on-going training institute will be made for aides that are new to the program as replacements.

Design of the Training Institute

There are five major reading skill components. They are organized into the following units of skill development for which modules have been prepared:

- Pre-Reading Skills
- Perception Skills
- Comprehension Skills
- Word Recognition Skills
- Study Skills

These components are made up of module clusters of varying lengths. Reading aides are to progress through the modules at their own rate of speed.

EVALUATION

The D. P. I. Primary Reading Program is being evaluated by the Department of Research and Evaluation of the Louisville Board of Education.

The evaluation has consisted of an interim evaluation in January, 1973, which predicted the reading gains made by D. P. I. participating students since their enrollment in the program in the fall, 1972.

Evaluation also included reading achievement testing in April, 1973 which showed the reading gains made by D. P. I. participating students ove the first year of the program. The data from this testing session will be compared to the April, 1971 test results of the students in order to establish the reading gain the students achieved.

Test data from the April, 1974 testing program will be used for evaluation of the D. P. I. Primary Reading Program in its second year.

The achievement test used in all evaluation will be the California Achievement Test (CAT) and the California Test of Basic Skills (CTBS).

APPENDIX__

CORE MATERIALS

The following materials are recommended for developing various program streams.

Controlled Vocabulary

Basal Readers

1. Allyn and Bacon, Inc.
   Grades 1-3

   a. Preparatory Books I, II
   b. Big Book
   c. Pre-Primers 1, 2, 3
   d. Independent Activities (masters)
   e. Activity Book
   f. Word Cards
   g. Picture Cards
   h. Test:
      Readiness Test I, II
      Pre-Primer Test I, II
      Primer Test I, II
      Grade 2 Test, 4 Forms
      Grade 3 Test, 4 Forms

2. The Bank Street Readers
   Readiness - Transition Readers 3^2

   a. Readiness Exercises and Practice Books
   b. Learning Aids
      Photographs
      Games and Cards
   c. Reading Charts
   d. Skill Practice Books
   e. Spirit Duplicating Masters
   f. Unit Readers
   g. Transition Readers
   h. Tests:
      Placement, Grades 1-3
      Achievement, All Levels (12)

3. Harper and Row Basic Reading Series
   Kindergarten - Grade 3

   a. Picture Cards
   b. Workbooks
   c. Phrase and Sentence Cards
   d. Phonics Workbooks
   e. Individual Pupil Reading Record
   f. Tests:
      H and R. Achievement Tests

4. Macmillan Reading Program
   Grades 1-3, Levels I, II

   a. Workbooks and Discovery Books
   b. Readingtime Books
   c. Spirit Duplicating Masters
   d. My Self-Help Dictionary
   e. Introductory Story Cards
   f. Alphabet Stencils
   g. Word and Sentence Building Cards
   h. Vocabulary Cards
   i. Tests:
      Reading Readiness
      Reading Placement (oral)
      Mastery Test

Linguistic Readers

1. Ginn 360
   Grades 1-3, Level 1-10

   a. Book for Each Level
   b. Teachers' Guide
   c. Practice Books
   d. Basic Card Sets I, II
   e. Picture Maps
   f. Spirit Duplication Masters for Self-Help Activities
   g. Reading Progress Chart
   h. Tests:
      Tests 1-10 to accompany each level

2. Miami Linguistic Readers
   D. C. Heath and Company
   Grades 1 and 2, Levels 1-15

   a. Placement Tests (16 Tests on duplicating masters)
   b. Pupil's Paperback Text
   c. Seatwork Book for each level
   d. Teacher's Manual for each level
   e. Big Book 1. Oral Language Activities to accompany Levels One-A and One-B. 70 Charts
   f. Big Book II. Levels 2-6. 90 Charts
   g. Classroom Kit: Word and Phrase Cards, Sentence Strips, Hand Puppets

Eclectic Approach

Systems Programs

1. E.D.L. / McGraw-Hill
   Listen, Look, and Learn

   a. Materials included for teacher
   b. All materials included for pupil

2. Scott Foresman Reading Systems

   a. Pupils' Books
   b. Study Books
   c. Practice Pads or Masters
   d. Teacher's Read Aloud Library
   e. Take Home Books
   f. Multisensory Components
      - Overhead Visuals
      - Alphabet Cards
      - Linguistic Blocks
      - ABC - Word Puzzles
      - The Talking Alphabet
   g. Language Activities Kit
      - Sounds I Hear
      - Talkstarters
   h. Pupil's Cululative Record Card
   i. Class Record Card
   j. Tests:
      - Informal Reading Inventory
      - Evaluation/Assessment Levels Tests

Programmed Approach

Programmed Reading

1. BRL Sullivan
   Grades Kindergarten-3, Levels A, B, C, D, 1-25

   a. Readiness in Language Arts
   b. Enrichment Kit
      Set of Enrichment Cards
      Alphabet Cards
      Word Flash Cards
      Three Coloring Books
      Teacher's Manual
   c. I Can Read Books
   d. Placement Examination Booklet
   e. Reading Readiness Series
   f. Reading Series
   g. Progress Test Booklets
   h. Correlated Readers
   i. Comprehension Readers
   j. Decoding Kit
   k. Teacher's Enrichment Activities Guide (manual)
   l. Word and Paragraph Comprehension Exercise Booklets
   m. Class Record Booklet

Language Experience Approach

1. I/T/A Early to Read Program

   a. Easy to Read Sequence Readers (20)
   b. Spirit Masters (150)
   c. Phase I
      Five Books
      Four Workbooks
   d. Phase II
      Two Readers
      Two Workbooks
   e. Phase III
      Two Readers
      Two Workbooks
   f. Five Library Sets
   g. Growing with Language (i/t/a/ graduates)
      Ten Readers
      Ten Laboratory Manuals
      Five Language Workbooks

h. Tests:
    Lee-Clark (Transliterated Edition)
    Primer Level
    Grade 1 Level

2. Language Experiences in Reading
   Encyclopedia Britannica Educational Corporation
      Grades 1-3, Levels I, II, III

- a. Teacher's Resource Book
- b. Pupil Book Units 1-2
- c. Pupil Book Units 3-4
- d. Pupil Book Units 5-6
  - Level II
- e. Pupil Book Units 1-3
- f. Pupil Book Units 4-6
  - Level III
- g. Pupil Book Units 1-5

Individualized Approach

1. Scholastic Individualized Reading Program
   Grades 1-3

- a. One hundred Paperbacks in two cases
- b. Reaching Out
  - Level span from 1-4
- c. Reaching Up
  - Level span from no-text to Grade 4
- d. Teacher's Guide
- e. Conference Card Box
- f. Master Work Sheet Book (52 pages)
- g. Activity Cards
- h. Large Colorful Charts
- i. Ready Made Skill Games
- j. Book and Record Combinations
- k. The Skill Supplement Booklet Containing
  - Informal Reading Inventory
  - Word Lists for Teaching Word Recognition Skills
  - Suggestions for Task Grouping
  - Suggested Skill Sequences
  - Auditory Perception Test
- l. Reading Logs for each Student

2. Reading Laboratory 1A - S. R. A.

   Listening Skill Builders

SUPPLEMENTARY MATERIALS

The following materials are suggestions as materials to be used for instruction and/or practice in specific reading skill areas.

Perceptual Development

Frostig Materials - Follett Company

Kane's - A Visual-Motor-Tactile Skill Program
Webster-McGraw-Hill Book Company

Other Selected Programs

Language Development

Peabody Language Kit - American Guidance Service

Distar Language Program - S. R. A.

Auditory - Visual Perception of Sound/Symbol Relationship (Phonics)

The Ginn Word Enrichment Program
- Level One - Look and Listen
- Level Two - Sounds and Symbols
- Level Three - Vowels and Variants
- Level Four - More Vowels and Variants

First Talking Alphabet - Scott, Foresman

Sound Talking Alphabet - Scott, Foresman

Phonics We Use Workbooks

Language Master Phonics - Bell and Howell

My First Dictionary - Scott, Foresman

Beginning Thesaurus - Scott, Foresman
(Other selected primary dictionaries)

Sights and Sounds - Random House

Word Wheels - Webster-McGraw-Hill Book Company

Reading Laboratory Word Games - S. R. A.

Oral Reading

Plays for Echo Reading - Harcourt, Brace

Oral Reading and Linguistics - Benefic Press

Golden Goose and Other Plays - Houghton Mifflin

Reading/Comprehension Skills

Specific Skills Series - Barnell-Loft

The Venture Reading Program - Gerrard Co.

The Newspaper

Reading/Thinking - Continental Press

Early Reading Program - Addison-Wesley
  Preprimer - Big Boy
  First Primer - Friends for Big Boy
  Second Primer - Meet Some New Friends
  Book One - Do Some New Things
  Teacher's Manual

Reading for Fun/Pleasure

Scholastic Book Club - Scholastic Book Services
  (Other recommended collections of individual paperbacks)

Carousel Libraries - Random House/Singer

Talking Story Books - Scott, Foresman

Periodicals

My Weekly Reader

Highlights for Children

Enrichment Materials

Learning Units - Educational Services
  Story-Go-Round, Library I, K-1
  Story-Go-Round, Library II, K-2
  The Talking Bookshelf, K-1

The Sesame Talking Bookshelf, K-3
Story-Go-Round III, K-2
The Junior Listening Library, K-3

The S. R. A. Reading Program - S. R. A.
Basic Reading Series

CORE READING PROGRAMS / SUPPLEMENTARY MATERIALS

SAMPLES

The proposed primary reading program is committed to an individualized, continuous progress concept. Growth in and mastery of reading skills implies on an-going sequential development of abilities in the interpretation of written language. To assure vertical and horizontal development in the desire to read and in the skills of reading a core of materials that stimulate an eagerness to read and that encompass the major reading skills should be the backbone of a primary reading program in a school. A variety of supplementary materials should be provided to individualize instruction so that various modes, styles, rates and levels of learning can be met.

Therefore, the following core programs and supplementary materials are presented as sample selections for a coordinated developmental reading program. Three sample core programs are listed. Supplementary materials that can be used with any core program are listed under specific reading skill areas in the right hand column.

Program A

Core Materials

THE BANK STREET READERS
(A basal reading series)

Readiness, Pre-primer - 3-2
Readers
Including - -

(1) Readiness Exercises and Practice Books

(2) Tests:
Placement, Grades 1-3
Achievement all levels (12)

(3) Learning Aids
Photographs
Games and Cards

(4) Reading Charts

(5) Skill Practice Books

(6) Spirit Duplicating Masters

(7) Unit Readers

Supplementary Materials

Perceptual Development

Frostig Materials

Kane's - A Visual - Motor - Tactile Skills Programs

Other selected programs

Language Development

Peabody Language Kit

Language Experience - Encyclopedia Britannica

Distar Language Program

Program B

Core Materials

LLL (for schools using it)

SCOTT FORESMAN READING SYSTEMS
(Reading Systems)

Including - -

- Pupils books
- Study books
- Practice Pads or Masters
- Magnepieces / Magneboard
- Teacher's Read Aloud Library
- Teacher's Read Aloud Anthology
- Take Home Books
- Evaluation / Assessment Levels Tests
- Informal Reading Inventory
- Class record book
- Pupil's Cumulative Record Card
- Teacher's Professional Library
  - Multisensory components
  - Special practice kits
  - Overhead Visuals ✓
  - Alphabet Cards
  - Linguistic Blocks
  - ABS - Word Puzzles
  - Match and Check
  - The Talking Alphabet
  - Read Along - Read Along
  - Bright Horizons
  - Invitations to Reading
  - Language Activities Kit
    - Sounds I Hear
    - Talkstarters

Auditory - Visual Perception of Sound/Symbol Relationship (Phonics)

First Talking Alphabet

Sound Talking Alphabet

Phonics We Use (workbooks)

Phonics We Use (games)

Speech to Print

Listen and Say (tapes)

SRA Word Games (kit)

Dolch Games

Linguistic Blocks

Language Master Phonics
Program

My First Dictionary
Beginning Thesaurus
(other selected primary
dictionaries)

Merrill Linguistic Readers
Sights and Sounds
Alphabet Animals
Word Wheels

Oral Reading

Plays for Echo Reading
Oral Reading and Linguistics
Golden Goose and Other Plays

Program C

Core Materials

CRITERION READING

(Individualized, performance based program)

Levels 1-4

An assessment system and a learning management system to individualize reading instruction

Related Materials - -

Scholastic Individualized Reading Kits (Gr. 1-3)

The Random House Reading Program

SRA Reading Laboratories

Distar Reading Kits

(Any of the 14 or more reading programs correlated with Criterion Reading)

Reading/Comprehension Skills

Specific Skills Series

Readers Digest - Reading Audio Program

The Venture Reading Program

New Practice Readers (revised)

Jim Forest Readers (revised)

The NEWSPAPAER

Listen and Think

Reading/Thinking - Continental

Reading for Fun / Pleasure

Read Aloud Books

Scholastic Book Club
(other recommended collections of individual paperbacks)

Carousel Libraries

Weston Words Sound Filmstrip Series

Talking Story Books

Highlights for Children

Periodicals -

My Weekly Reader
Scholastic periodicals

DEFINITIONS OF PLACEMENT LEVELS

Reading Capacity Level

The student understands the material read to him to the extent that he can accurately answer questions regarding the passage read. While answering the questions, he pronounces words accurately and uses them precisely in describing facts.

Independent Reading Level

The student needs no help in reading the material. He understands well the ideas presented. He pronounces accurately 99% of the words in the passage. There are no overt signs of poor reading habits or tensions. He is free to enjoy the story content or to reflect or evaluate as his purpose dictates.

Instructional Reading Level

The student is challenged by the material presented but, with some assistance, can meet the challenge. He understands at least 75% of the material presented as measured by factual and inferential questions. He mispronounces no more than one word in twenty running words. He shows no signs of interfering tensions or poor reading habits.

Frustration Level in Reading

The student has difficulty reading the material. His understanding of the ideas presented is limited. He mispronounces at least 10% of the words. Rate of reading is slow and labored. Signs of tension and faulty reading habits are present.

WORD LISTS

Following are several lists of words most frequently used in primary reading materials. The children in your class should learn to identify many of these words by sight as they progress through the D. P. I. program.

These words will also be included in the criterion-referenced items. You may wish to use them when examples are needed for skills introduction.

THE 220 MOST FREQUENT WORDS IN THE KUCERA-FRANCIS STUDY

the
of
and
to
a
in
that
is
was
he
for
it
with
as
his
on
be
at
by
I
this
had
not
are
but
from
or
have
an
they
which
one
you
were
here
all
she
there
would
their
we
him
been
has
when
who
will
more
no
if
out
so
said
what
up
its
about
into
than
them
can
only
other
new
some
could
time
these
two
may
then
do
first
any
my
now
such
like
our
over
man
me
even
most
made
after
also
did
many
before
must
through
back
years
where
much
your
may
well
down
should
because
each
just
those
people
Mr.
how
too
little
state
good
very
make
would
still
own
see
men
work
long
get
here
between
both
life
being
under
never
day
same
another
know
while
last
might
us
great
old
year
off
come
since
against
go
came
right
used
take
three
states
himself
few
house
use
during
without
again
place
American
around
however
home
small
found
Mrs.
thought
went
say
part
once
general
high
upon
school
every
don't
does
got
united
left
number
course
war
until
always
away
something
fact
though
water
less
public
put
thing
almost
hand
enough
far
took
head
yet
government
system
better
set
told
nothing
night
end
why
called
didn't
eyes
find
going
look
asked
later
knew

DOLCH BASIC SIGHT VOCABULARY OF 220 WORDS

Since these two hundred and twenty words make up from 50 to 75 per cent of all ordinary reading matter, they should be recognized instantly by sight by all school children.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grown

had
has
have
he
help

her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
its
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing

sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
these
there
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

walk
want

warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
work
would
write

yellow
yes
you
your

DR. EDWARD FRY'S INSTANT WORDS

First Hundred Words

Group 1

the
a
is
you
to
and
we
that
in
not
for
at
with
it
on
can
will
are
of
this
your
as
but
be
have

Group 2

he
I
they
one
good
me
about
bad
if
some
up
her
do
when
so
my
very
all
would
any
been
out
there
from
day

Group 3

go
see
then
us
no
him
by
was
come
get
or
two
man
little
has
them
here
like
our
what
know
make
which
much
his

Group 4

who
an
their
she
box
said
did
boy
three
down
work
put
were
before
just
long
here
other
old
take
cat
again
give
think
many

Second Hundred Words

Group 5

saw
home
soon
stand
box
upon
first
came
girl
house
find
because
made
could
book
look
mother
run
school
people
night
into
say
think
back

Group 6

big
where
am
ball
morning
live
four
last
color
away
red
put
pretty
eat
want
year
white
got
play
found
left
men
bring
wish
black

Group 7

may
lot
use
these
right
present
tall
next
please
leave
hand
more
why
better
under
while
should
never
each
best
another
seem
three
name
dear

Group 8

ran
five
read
over
such
way
too
shall
own
most
sure
thing
only
near
than
open
kind
must
high
jar
both
and
also
until
call

Third Hundred Words

Group 9

ask
small
yellow
show
goes
clean
buy
thank
sleep
letter
jump
self
fly
don't
fast
cold
today
does
face
green
every
brown
coat
six
gave

Group 10

bad
ear
write
try
myself
longer
those
hold
full
carry
eight
sing
warm
sit
dog
ride
hot
grow
out
seven
woman
funny
yes
ate
stop

Group 11

off
sister
happy
once
didn't
set
round
dress
fail
wash
start
always
anything
around
close
walk
money
turn
might
hard
along
bed
fine
sat
hop

Group 12

fire
ten
order
part
only
fat
third
same
love
hear
yesterday
eyes
door
clothes
though
o'clock
second
water
town
took
pain
new
keep
head
food

PHRASES NEEDED FOR MASTERY

did not go
can run
could eat
the little children
then he came
to the school
your sister
in the garden
for the baby
to go
about it
the white sheep
all day
we were
must be
the funny rabbit
I may go
the little pig
the red apple
her father
would like
they were

I was
with us
the new doll
the yellow ball
at once
so long
the small boy
on the floor
the black bird
the small boat
when you come
when you know
down the hill
in the water
the yellow cat
when I can
the old man
the little chicken
a big house
as he said
to the farm
the little dog

to the nest
the funny man
the red cow
in the box
with mother
as he did
if I must
you will like
did not fall
for the girl
then he said
down there
he is
for him
must go
what I say
his brother
to stop
as I said
for them
as I do
we are
he was
about him
at school
you are

from the farm
to little
her mother
too soon
I will go
from home
a new hat
the new coat
in the grass
you were
if you can
it is
all night
I may get
will think
can play
I will come
your mother
my father
will look
at three
it was
will read
at home
will walk
up there

GENERAL VOCABULARY - CORE LIST [1]

CORE PREPRIMER LIST

a
and
are
at
ball
big
blue
call
can
come
daddy
did
do
dog
down
for
fun
funny
get
go
green
have
he
help
here
I
in
is
it
little
look
make
me
mother
my
no
not
play
ran
red
ride
said
see
something
stop
that
the
this
to
up
want
we
what
who
will
with
work
you

CORE PRIMER LIST

about
all
around
ask
away
bike
birthday
boat
book
but
cake
car
eat
fast
father
fish
from
goat
good
has
him
his
home
house
into
jump
know
let
like
man
may
new
now
of
on
one
out
paint
pet
put
run
saw
say
she
show
sit
so
some
soon
take
thank
then
they
too
train
tree
two
us
went
word
yellow
yes
your

---

[1] Harris and Jacobson. Basic Elementary Reading Vocabularies. New York: The Macmillan Co., 1972

CORE FIRST READER

after
again
airplane
along
am
an
animal
another
any
as
baby
back
bag
balloon
bark
barn
bee
bear
bed
been
before
began
behind
better
bird
black
box
boy
bring
brown
build
bus
by
cage
came
can't
cat
children
coat
cold
color
could
cow
cry
cut
dark
day
didn't
does
don't
dress
drop
duck
fall
far
farm
fat
feet
fight
find
fire
first
five
fly
food
found
four
fox
friend
game
gave
girl
give
gone
good-by
got
grass
guess
had
hair
hand
happy
hard
hat
head
hear
hello
hen
her
hill
hold
hop
horse
how
hurry
I'll
ice
if
it's
just
kind
kitten
last
laugh
leg
letter
light
live
long
lost
made
many
maybe
men
met
miss
money
more
morning
must
name
never
next
night
nothing
off
oh
old
or
other
our
over
own
pan
party
peanut
penny
picnic
picture
pig
please
pocket
pony
prize
rabbit
race
rain
read
ready
right
road
rocket
sang
sat
school
seen
shoe
should
sing
sister
sleep
sound
stay
step
still
stopped
store
story
street
sun
surprise
talk
tell
than
their
them
there
these
thing
think
those
three
time
told
tomorrow
took
town
toy
truck
try
turtle
TV
under
very
wagon
walk
was
water
way
were
wet
when
where
which
white
why
window
wish
won't
would
zoo

CORE SECOND READER

able
above
across
act
add
afraid
ago
ahead
air
almost
alone
also
always
angry
answer
anyone
anything
apartment
apple
arm
ate
aunt
bad
bake
bang
bank
bar
basket
beautiful
because
been
begin
believe
bell
belong
beside
best
between
bit
blew
block
blow
blueberry
bone
boot
both
bottle
bottom
bought
bounce
bowl
branch
brave
break
breakfast
bridge
bright
brook
brother
brought
bump
bunny
burn
busy
butter
button
buy
calf
candle
cannot
card
care
careful
carry
cart
caught
cellar
chair
chance
chase
cherry
chicken
choose
circus
city
class
clean
clear
clever
climb
clock
close
clown
cook
cookie
corn
corner
cornfield
couldn't
count
country
cover
cowboy
crawl
cream
cross
crow
cup
cupcake
dad
dance
dear
deep
deer
different
dig
dinner
dirty
dish
doctor
doll
dollar
done
door
dot
dragon
drank
dream
drink
dry
each
ear
early
earn
earth
easy
egg
eight
elephant
elevator
else
empty
end
enough
even
evening
ever
every
everyone
everything
excited
eye
face
fair
fairy
family
farmer
feather
feed
feel
fell
felt
fence
few
field
fierce
fill
fine
finger
finish
fit
fix
flat
flew
float
floor
flower
follow
foot
forest
forgot
fourth
friendly
frighten
front
fruit
full
garage
garden
gate
giant
glad
glass
glove
gold
goose
grandfather
grandmother
gray
great
grew
ground
grown
gun
hall
handle
hang
happen
heavy
held
herself
hi
hid
hide
high
himself
hit
hold
honey
hope
horn
hot
huge
hung
hungry
hunt
hurt
I'd
I'm
I've
idea
inside
instead
iron
isn't
jar
jay
job
joke
joy
keep
keeper
kept
kill
king
kitchen
kite

knew
knock
ladder
lake
lamb
land
large
late
lay
lazy
learn
leave
led
left
lemonade
library
lick
life
line
lion
listen
lot
loud
love
low
luck
lunch
magic
mail
mark
matter
mean
meet
merry
might
mile
milk
mind
mine
minute
monkey
most
mountain
mouse
mouth
move
much
myself
near
nearby
neck
need
neighbor
nest
nice
noise
none
nose
note
number
oak
oil
once
only
open
outside
oven
owl
pail
pair
paper
parade
park
part
pass
past
pat
paw
pay
peep
pen
people
pick
pie
piece
pile
pink
place
plan
plant
point
policeman
pond
pool
poor
pop
pretty
proud
pull
pup
puppy
push
quack
queer
quick
quiet
raccoon
rag
ranch
reach
real
remember
rest
return
riding
ring
river
roar
robin
rock
rode
roll
roof
room
rope
round
row
rub
sad
safe
same
sand
save
scare
scarecrow
sea
seat
second
seed
seem
sell
send
sent
set
seven
shall
shape
shed
sheep
ship
shirt
shook
shop
short
shout
shovel
shut
side
sidewalk
sight
sign
silk
silly
silver
six
skate
sled
slid
slide
slow
small
smell
smile
smoke
snow
snowman
soft
someone
sometime
son
song
sorry
soup
splash
spoke
spot
spring
squirrel
stamp
stand
star
stare
start
station
stick
stone
stood
straight
strange
stream
stretch
string
strong
such
sudden
suit
summer
supper
sure
swam
sweet
swim
swish
table
tail
taken
tall
tape
teach
teacher
tear
teeth
telephone
ten
tent
that's
third
thought
threw
through
throw
thumb
tie
tiger
tiny
tip
tire
today
together
tonight
top
toward
tower
track
tractor
traffic
trap
trick
trip
trot

trouble
true
trunk
turn
twice
twin
ugly
uncle
unhappy
until
use
visit
voice
wag
wait
walk
warm
wash
watch
wave
we'll
wear
week
well
wheel
while
whisper
whistle
wide
wife
win
wind
wing
winter
wise
without
woke
wolf
woman
wonder
wonderful
wood
world
write
wrong
wrote
yard
year
yell
yet
you'll
young
yourself

CORE THIRD READER

aboard
accident
address
adventure
afternoon
against
age
agree
ah
aim
alarm
alive
allow
already
although
amaze
among
anxious
anyway
anywhere
apart
appear
apron
arithmetic
army
arrive
arrow
asleep
attack
attention
automobile
awake
awful
backward
balcony
banana
band
bare
barnyard
baseball
bath
batter
battery
beach
bead
beam
bean
beard
beat
beauty
became
become
bedroom
beg
beginning
begun
behave
behold
below
belt
bench
bend
beneath
bent
beyond
bicycle
bite
blanket
blink
blizzard
blossom
board
body
bonnet
born
borrow
bother
bow
bread
breath
brick
bride
broke
broken
broom
brush
bubble
buckskin
bud
buffalo
bug
built
bundle
burst
bush
business
butterfly
buzz
cabin
calm
camera
camp
candy
cap
cape
captain
carrot
case
castle
cattle
cause
cave
ceiling
cent
center
certain
change
check
cheek
cheer
cheerful
chest
chew
chief
child
chimney
chin
chip
chipmunk
chop
chosen
chuckle
church
circle
clap
cliff
clop
cloth
cloud
club
coach
coffee
coin
colt
comb
comfortable
common

company
complain
complete
cone
content
contest
continue
cool
copper
coral
cost
cottage
courage
course
cousin
crack
crash
crazy
crept
crisp
crop
crowd
crown
cruel
curious
curl
current
curtain
customer
cute
danger
dangerous
dare
darkness
dash
daughter
daydream
dead
deal
decide
declare
delicious
delight
deliver
deserve
desk
detective
diamond
die
difference
difficult
dim
dime
dine
dip
direct
direction
dirt
disappear
disappoint
discover
distance
dive
divide
dock
donkey
doorbell
doorway
downstairs
drag
draw
drawer
drew
drift
drill
driven
driver
drove
drown
drum
dug
during
dust
eager
eagle
east
edge
either
electric
electricity
eleven
enemy
engine
engineer
enjoy
enormous
enter
escape
everybody
exact
example
except
excitement
exclaim
exercise
expect
experiment
explain
explore
extra
fact
familiar
famous
fancy
farther
fasten
fault
favorite
fearful
feast
fed
fellow
fifth
fifty
figure
final
fishermen
flag
flame
flash
flop
flour
flutter
fold
folk
fool
foolish
football
force
forget
forgotten
fork
form
forth
fortune
forty
forward
fountain
frame
free
fresh
fright
frog
frown
fry
fur
gas
gasp
gather
gay
gaze
geese
gentle
gift
gingerbread
giraffe
given
gobble
golden
goodness
grab
grain
granny
grant
grateful
greedy
grin
groan
grocery
group
growl
grown
guard
half
halfway
hammer
handful
handkerchief
handsome
happiness
harbor
harm
hatch
hate
hay
heart
heat
heel
helicopter
helpless
herd
hidden
hind
hip
history
hitch
ho
honk
honor
hook
hose
hospital
hotel
hour
howl
hug
hum
hundred
hurrah
hurried
husband
hut
ill
imagine
immediate
impatient
important
impossible
inch
indeed
inn
insect
insist
interest
interesting
invent
invention
inventor
invisible
invite
island
jacket
jail
jam
jerk
jet
join
judge
jungle
kettle

key
kick
kingdom
kiss
kitty
knew
knife
lad
lady
laid
lamp
language
laughter
lead
leader
lean
leap
least
leather
length
less
lesson
lie
lift
lightning
list
lively
load
lock
log
loose
lord
lose
lump
lying
ma'am
machine
mad
maid
main
majesty
mama
mamma
manage
manner
march
market
marry
marsh
master
match
meal
meant
measure
meat
medicine
melt
mention
message
metal
mice
middle
mill
million
mirror
mischief
mistake
mix
model
moment
month
moon
motor
mud
mule
museum
music
mutter
mystery
nail
nap
narrow
neat
needle
neighborhood
neither
net
nibble
nickel
nine
nod
noon
north
notice
nurse
o'clock
obey
ocean
offer
office
often
orange
order
ought
outdoor
overhead
owner
pack
package
page
paid
palace
pale
parent
parrot
pasture
patch
path
patient
pedal
peddler
peek
peer
pencil
perch
perfect
perhaps
person
piano
pillow
pilot
pin
pine
pipe
pitch
pitcher
plain
planet
plate
platform
pleasant
plenty
plow
plunge
poem
poke
pole
police
polite
poppy
porcupine
possible
pot
potato
pound
pour
power
practice
precious
prepare
present
press
pretend
prince
princess
print
probably
problem
professor
promise
proper
protect
prove
puff
pump
pumpkin
punish
pure
purple
puzzle
quarrel
quarter
queen
question
radio
rage
rail
raise
rang
rather
realize
rear
reason
recognize
record
refrigerator
refuse
rein
rent
repair
reply
report
respect
reward
ribbon
rice
rich
rid
ripe
roast
rob
robe
rooster
root
rose
royal
rubber
rug
rule
rush
sack
saddle
safety
fail
failor
sale
salt
sandwich
scamper
scary
scatter
science
scientist
scold
scratch
scream
screen
scrub
search
season
secret
seize
sense
serious
servant
serve
settle
several
sew
shade

shadow
shake
share
sharp
sheet
shelf
shell
shine
shiny
shone
shoot
shore
shot
shoulder
shove
shy
sick
sigh
signal
silence
silent
sill
since
single
sir
sixteen
size
skin
skunk
sky
skyscraper
slap
slept
slip
smart
smooth
snap
sneeze
sniff
snowstorm
sob
sold
soldier
solve
somebody
sort
south
space
spare
spark

sparkle
speak
spear
special
speech
spend
spent
spider
spill
spin
spirit
spoil
sprang
spread
spy
square
squawk
squeak
squeal
stair
stall
startle
state
statue
steady
steal
steam
steep
steer
stem
stew
stiff
stolen
stomach
stool
storm
stove
straighten
straw
strike
strip
struck
struggle
stuck
study
stuff
stupid
sugar
suppose
surface

surround
swallow
swan
sway
sweep
swept
swift
swing
swirl
switch
swung
syllable
tag
tale
tap
taste
taught
taxicab
tea
team
tease
telescope
television
tender
terrible
terry
test
thankful
themselves
they'll
thick
thief
thieves
thin
thirty
though
thousand
thread
thrown
thud
thump
thunder
tick
ticket
tight
till
tin
tiptoe
toe
tongue

tool
toot
torn
toss
touch
trade
trail
travel
treasure
treat
tremble
tribe
trouser
truly
truth
tube
tug
tune
tunnel
turkey
turnip
twelve
twenty
twig
understand
understood
united
unless
untie
unusual
upon
upside
upstairs
upward
useful
usual
vacation
valentine
valley
vegetable
view
village
visitor
wake
wander
war
warn
warrior
waste
weak

weather
weed
weigh
weight
welcome
west
whale
whether
whirl
whisker
whole
whose
wicked
wiggle
wild
willing
wink
wipe
wire
women
won
wore
workmen
worn
worry
worse
worth
wound
wrap
wrinkle
writing
written
yesterday
you're
you've

GLOSSARY

1. Approach

   A strategy, technique, or point of departure from the instructional aspect of the teaching-learning process; used frequently in pinpointing the five (5) basic teaching methods, e.g., the Eclectic Approach, the Language Experience Apporach, the Programmed Approach, the Controlled Vocabulary Approach, and the Individualized Approach.

2. Controlled Vocabulary

   Characteristic of the Basal Reader Approach. Words are presented in a controlled pattern, a limited number at a time.

3. Core Program

   A program that is complete in that it encompasses a comprehensive set of objectives and skills in a systematic developmental sequence and makes provision for the several modalities of learning.

4. DPI (Diagnostic, Prescriptive, Individualized)

   A structured system for individualization of reading instruction via diagnostic-prescriptive channels.

5. Instructional Cycles

   The three-week instructional period including diagnosis, prescription, implementation, and monitoring leading to the repeat of this cyclical pattern.

6. Modality (Mode)

   A learner's sensory means of learning; generally refers to tactile-kinesthetic, auditory, or visual avenues to learning.

7. Monitor (Monitoring Technician)

One who administers criterion-referenced tests and has the major responsibility for gathering, evaluating, and compiling pupil data based on these instruments; a DPI Record Keeper.

8. Multi-Sensory

Referring to the combination of sensory modalities utilized, in the learning process, e.g., the tactile-kinesthetic, auditory and visual modalities in combination form the multi-sensory means of learning.

9. Optimal Modality (Preferred Modality)

That sensory modality (mode) by which an individual learns best.

10. Program Stream

The forward movement of the instructional program in a well-ordered, systematic, sequential, continuous flow from one grade level to the next within a school. This is based on the compatibility and continuity of core programs selected by the faculty of a particular school; the composite of all approaches, modalities, and materials used in developmental reading.

11. Supplementary Materials

Those materials designed to strengthen or reinforce specific skills as opposed to core programs which embrace all the skills according to a clearly delineated and highly systematized scope and sequence pattern.

12. Supplemental Personnel

Reading aides, cross-age tutors, and volunteers employed to give practice in the specific skills areas delineated in the D. P. I. Quad Manual.

DPI HANDBOOK

ADDENDUM

A GUIDE TO DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED READING IN THE ELEMENTARY GRADES

TITLE 1 ESEA　PL 89-10　PROJECT 10

Louisville, Kentucky Public Schools

1974 - 1975

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CS 001 824

Objectives

1. Given a concentrated emphasis on reading in the primary grades, students will acquire the basic reading skills necessary to function effectively as learners in the upper grades. For each month that pupils participate in the D. P. I. program, 80% of these pupils will make a mean growth gain of 1. 5 as measured by the Reading Section of the California Achievement Tests (Grade 1 and 2) or the California Tests of Basic Skills (Grade 3).

2. Given intensive instruction in reading and related language-arts, intermediate students will demonstrate increased compentency in reading as measured by the results of the Reading Section of the California Test of Basic Skills. 80% of these pupils will make a gain of 1. 2 months for every month they are in the program.

Pupil Eligibility

1. All first graders in the eligible attendance Title I schools obtaining a rating of D or E on the Metroplitan Readiness Test given in September are eligible for D. P. I.

2. All second and third graders in the eligible attendance Title I schools scoring six months or more below grade norm expectancy as indicated by the C. A. T. / C. T. B. S. results of April 1974 are eligible for the program. Eligiblity includes:

   Second graders scoring 1. 2 and below
   Third graders scoring 2. 2 and below

3. All fourth, fifth and sixth graders in the eligible attendance Title I schools scoring one year or more below grade norm expectancy as indicated by C. T. B. S. results of April 1974 are eligible for the program.

   Fourth graders scoring 2. 8 or below
   Fifth graders scoring 3. 8 or below
   Sixth graders scoring 4. 8 or below

4. All pupils enrolled in D. P. I. during the previous year, may remain in the program a second year regardless of achievement test scores so that the over-all objectives may be evaluated at the end of the 1974-75 school year. However, no more than 60% of the total school population may participate in the D. P. I. program. EMH pupils should be excluded.

Strategies

I. Nature of the Program

A. While emphasis will remain at the primary level, the D. P. I. Program is extended into grades 4-6.

The primary reading program is developmental in nature thus enabling the pupils to attain mastery of those reading skills necessary to becoming competent readers.

The intermediate program will continue this emphasis while enabling the pupils to use and internalize the skills as they experience a variety of reading language situations.

B. Continuous diagnosis leads to individualized prescriptions for each D.P.I. pupil. There will be ten three-week instructional cycles for each pupil through out the year. Each instructional cycle will begin with diagnosis and continue through out the year. Each instructional cycle will begin with diagnosis and continue through prescription formulation and implementation, criterion-referenced testing, monitoring and feedback.

C. The development of multi-approach program streams in each classroom will develop the capability for individualized instruction.

Each D. P. I. pupil will participate in formal reading instruction daily under the direction of the classroom teacher. Interest centers and individualized assignments should further motivate the pupils to work at a comfortable rate using materials challenging to them.

Repetition and practice on skills in which the pupil is weak will be possible through tutoring techniques introduced by supportive personnel.

II. Resources

A. Time

Each primary pupil will spend three hours each morning at developmental reading tasks.

Each intermediate pupil will spend an average of two hours daily on reading and related language-arts tasks.

B. Personnel

Through the Title I allocation, the amount and type of instructional expertise available is increased. A reading specialist and monitoring technician will serve approximately 160 pupils.

Reading aides will work with individuals or small groups of pupils needing tutorial help. The number of pupils per aide per period will vary with the task.

Central office curriculum specialists will be available to give assistance to reading specialists and teachers in program implementation.

The roles and responsibilities of each of these people are clearly defined since coordination and cooperation among the D. P. I. personnel is essential to the success of the program.

C. Training

Quality inservice programs geared to the needs of all D. P. I. personnel will assist them in fullfilling their roles and responsibilities and effectively instruct the children.

D. Materials

Each local school has a variety of materials to use in order to meet the achievement level, interests, and modality needs of each of the pupils.

Local schools select the core program they wish to use and are free to purchase all facets of the program. In addition, each school will have available materials that may be used by the teachers to augment the basic materials as well as games, puzzles, manipulative devices, tapes, programmed lessons, supplementary skilltext and books that can be used for tutoring.

Time Schedule Models

D. P. I. Intermediate

Each D. P. I. intermediate pupil will spend an average of two hours daily on reading skill development and related language arts activities. However, in order for the pupils to have instruction in all subject areas, the time spent in D. P. I. will differ somewhat day-by-day.

On Monday, Tuesday and Wednesday, the students will spend 2 1/2 hours in D. P. I. On Thursday and Friday, they will spend 1 1/2 hours. Following are suggested models:

Model A: Schools Having two D. P. I. Classes At Each Grade Level (3 D. P. I. Teachers)

Monday, Tuesday, Wednesday	Thursday, Friday
I. Classes 4A, 5 A, 6A Language-Arts Instruction 8:45-11:00 (2 hrs. 15 min.)	I. Classes 4A, 5A, 6A Language Arts Instruction 8:45 - 10:15 (1 hr. 30 min.)
II. Classes 4B, 5B, 6B Language Arts Instruction 12:00-2:15 (2 hrs. 15 min.)	II. Classes 4B, 5B, 6B Language Arts Instruction 12:00 - 1:30 (1 hr. 30 min.)

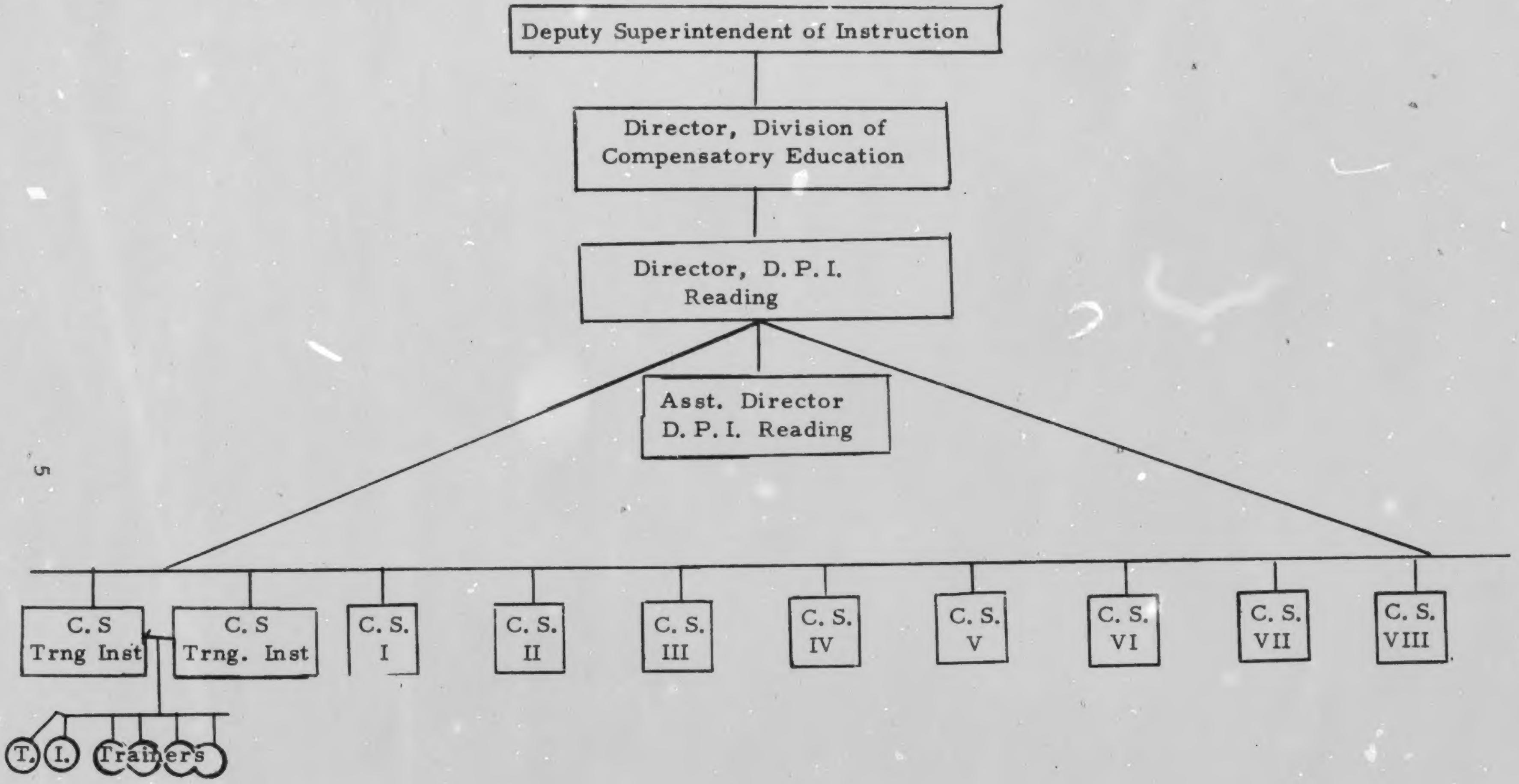
Suggested Activities		Suggested Activities	
1. Teacher directed reading lessons	30-45 min.	1. Teacher directed reading lessons	30 min.
*2. Indiv. /independent Activities	30-45 min.	*2. Indiv. /independent activities	30 min.
*3. Tutoring or skills application activities	30-45 min.	*3. Tutoring or skills application activities	30 min.
4. Teacher directed spelling language/writing lessons	30-45 min.		

* There may be some overlapping between activities 2 and 3

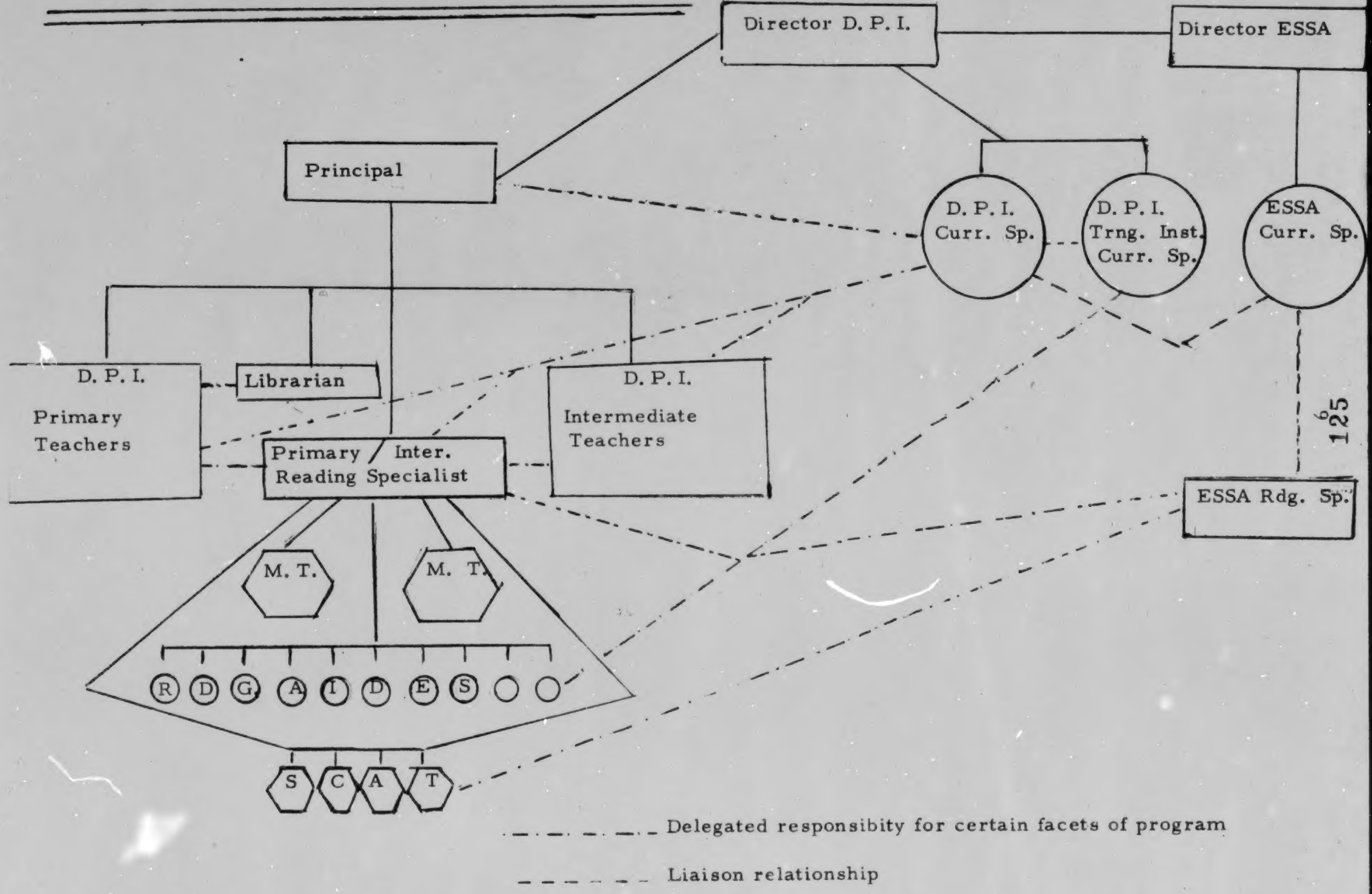
Model B: Non-graded Language Arts Classes

Monday, Tuesday, Wednesday		Thursday, Friday	
8:45-11:00	Class 1- Teacher A	8:45-10:15	Class 1 - Teacher A
	Class 2 - Teacher B		Class 2 - Teacher B
9:30-11:45	Class 3 - Teacher C	9:30-10:45	Class 3 - Teacher C
12:00-2:15	Class 4 - Teacher A	12:00-1:30	Class 4 - Teacher A
	Class 5 - Teacher B		Class 5 - Teacher B
12:15-2:30	Class 6 - Teacher C	1:00-2:30	Class 6 - Teacher C

Central Office Staffing Model


Deputy Superintendent of Instruction
Director, Division of Compensatory Education
Director, D. P. I. Reading
Asst. Director D. P. I. Reading
C. S Trng Inst
C. S Trng. Inst
C. S. I
C. S. II
C. S. III
C. S. IV
C. S. V
C. S. VI
C. S. VII
C. S. VIII
T. I. Trainers

LOCAL SCHOOL STAFFING MODEL


Director D. P. I.
Director ESSA
Principal
D. P. I. Curr. Sp.
D. P. I. Trng. Inst. Curr. Sp.
ESSA Curr. Sp.
D. P. I. Primary Teachers
Librarian
D. P. I. Intermediate Teachers
Primary / Inter. Reading Specialist
ESSA Rdg. Sp.
M. T.
M. T.
R
D
G
A
I
D
E
S
S
C
A
T
Delegated responsibity for certain facets of program
Liaison relationship

Participating Schools

The following Louisville elementary schools have been chosen to participate in the D. P. I. Reading Program.

- Brandeis
- Breckinridge
- Byck
- Carmichael
- Carter
- Cochran
- Coleridge-Taylor
- Engelhard
- Foster
- Franklin
- Hazelwood
- Heywood
- Jacob
- Jonhston
- Jones
- Kennedy
- King
- Lincoln
- Lowell
- McFerran
- Parkland
- Perry
- Shawnee
- Southwick
- Strother
- Tingley
- Washington
- Wheatley
- Young

D. P. I. Reading

Calendar for Cycles : 1974-75

1st Cycle Begins	Tentative # of Days in Cycle	1st Cycle Ends
Grs. 3,6 - 9/16/74	15	10/4/74
Grs. 2,5 - 9/23/74	14	10/11/74
Grs. 1,4 - 9/30/74	13	10/18/74

2nd Cycle Begins	# of Days in Cycle	2nd Cycle Ends
Grs. 3, 6 - 10/8/74	13	10/25/74
Grs. 2,5 - 10/14/74	14	11/1/74
Grs. 1,4 - 10/21/74	15	11/8/74

First Report due in Central Office by November 13, 1974

3rd Cycle Begins	# of Days in Cycle	3rd Cycle Ends
Grs. 3,6 - 10/38/74	15	11/15/74
Grs. 2,5 - 11/4/74	15	11/22/74
Grs. 1,4 - 11/11/74	13	11/27/74

4th Cycle Begins	# of Days in Cycle	4th Cycle Ends
Grs. 3,6 - 11/18/74	13	12/6/74
Grs. 2,5 - 11/25/74	13	12/13/74
*Grs. 1,4 - 12/2/74	*20	1/10/75

Second Report Due in Central Office by January 15, 1975

* Allows for Christmas celebration, vacation and review

5th Cycle Begins	# of Days in Cycle	5th Cycle Ends
Grs. 3,6 - 12/9/74	**20	1/17/75
Grs. 2,5 - 12/16/74	19	1/24/75
Grs. 1, 4 - 1/13/75	13	1/31/75

6th Cycle Begins	# of Days in Cycle	6th Cycle Ends
Grs. 3,6 - 1/20/75	13	2/7/75
Grs. 2,5 - 1/27/75	14	2/14/75
Grs. 1,6 - 2/3/75	14	2/21/75

Third Report Due into Central Office by February 26, 1975

** Split Cycle : K. E. A. - Spring Vacation

7th Cycle Begins	# of Days in Cycle	7th Cycle Ends
Grs. 3,6 - 2/10/75	14	2/28/75
Grs. 2,5 - 2/18/75	13	3/7/75
Grs. 1, 6 - 2/24/75	14	3/14/74

8th Cycle Begins	# of Days in Cycle	8th Cycle Ends
Grs. 3, 6 - 3/3/75	14	3/21/75
Grs. 2, 5 - 3/10/75	15	3/28/75
Grs. 1, 4 - 3/17/75	15	4/4/75

Fourth Report Due in Central Office by April 9, 1975

9th Cycle Begins	# of Days in Cycle	9th Cycle Ends
Grs. 3, 6 - 3/24/75	15	4/11/75
Grs. 2, 5 - 3/31/75	15	4/25/75
Grs. 1, 4 - 4/7/75	***20	5/9/75

10th Cycle Begins	# of Days in Cycle	10th Cycle Ends
Grs. 3, 6 - 4/21/75	*** 20	5/16/75
Grs. 2, 5 - 4/28/75	*** 20	5/23/75
Grs. 1, 4 - 5/12/75	14	5/30/75

Fifth Report Due in Central Office by June 4, 1975

*** Extra time included to provide time for achievement testing.

Holidays and Non-instructional Days:

Aug. 27, 29; Sept. 2, 13; Oct. 7, 18; Nov. 27, 28; Dec. 23 - Jan 3;

Jan. 15, 31; Feb. 17; March 7; April 14-18; May 26

GENERAL VOCABULARY - CORE LIST *

Intermediate Level

CORE
FOURTH
READER

ability
accept
according
account
accuse
ache
acorn
acre
action
actual
adjust
admiration
admire
admit
adult
advice
affair
afford
aha
aid
airport
alert
alike
alley
alongside
aloud
alphabet
amount
amuse
ancestor
anchor
ancient
anger
ankle
announce
ant
anteater
anybody
appeal
approach
arch
area
aren't
argue
arose
arrange
arrest
art
article
ash
ashame
ashore
aside
astonish
astonishment
astronaut
attend
audience
author
autumn
aw
await
awaken
aware
awhile
awkward
ax
aye
babe
background
bacon
bait
baker
balance
bald
bamboo
bandage
banker
banner
bargain
barge
barrel
base
baseman
basement
bat
bathe
battle
beak
beast
beaver
beef
beehive
being
bellow
beloved
bet
bid
billow
birch
bitter
blade
blame
blast
bleat
blend
blind
blood
bloom
blurt
boast
boil
bold
boom
booth
bore
boss
braid
brain
brake
brass
bravery
breathe
breathless
breeze
bridle
bruise
buck
bucket
buggy
building
bulb
bulldog
bunch
bunk
burrow
bury
bushel
busily
bustle
butcher
cab
canary
cane
cannon
canoe
canyon
capture
cardboard
careless
carnival
carpenter
carpet
carriage
carton
carve
cast
cautious
celebrate
cement
century
chain
championship
chant
character
charge
chart
chatter
cheese
chick
chill
chimpanzee
chirp
chocolate
choice
choke
chore
chose
chunk
churn
cider
cinder
cinnamon
claim
clank
clatter
claw
clay
click
clip
clipper
closet
clue
clump
clumsy
clung
clutch
coast
cockpit
cocoa
code
coil
collapse
collar
collect
collection
colony
column
comfort
command
committee
companion
compare
compound
concern
concert
concrete

---

* Harris and Jacobson. Basic Elementary Reading Vocabularies. New York: The Macmillan Co., 1972.

condition
confess
confuse
consider
constant
contain
control
convenient
conversation
convince
copy
cord
cork
correct
costume
cot
cottonwood
council
county
couple
court
cove
coward
coyote
cozy
crab
crate
creak
creature
creek
creep
crew
cricket
crocodile
crook
crouch
crunch
crystal
cub
cupboard
cure
curve
custom
cycle
dangle
dart
date
dawn
daylight

death
deck
decorate
decoration
deed
defend
degree
demand
department
depend
describe
desert
design
desire
despair
desperate
dessert
destroy
develop
dictionary
dignity
dinosaur
discovery
disease
disgrace
distant
disturb
dizzy
doesn't
dolphin
don
doubt
doubtful
dough
doughnut
doze
dozen
drawing
drawn
dreadful
drip
droop
drugstore
dull
dumb
dump
dusk
duty
eagerness

earnest
earthquake
ease
eaten
echo
effect
effort
eighty
elegant
enchant
encyclopedia
entertain
entire
entrance
entry
envelope
envy
equal
equipment
especially
eve
event
everyday
everywhere
examine
excellent
exchange
excuse
expensive
experience
expert
explorer
express
expression
eyebrow
factory
fade
fail
faint
fallen
fame
fan
fashion
faucet
favor
fear
feature
feeling
fern

festival
fetch
fifteen
file
fin
firefly
firemen
firm
fist
flake
flap
flare
flashlight
flavor
flea
fled
flicker
flier
flight
flip
flock
flood
flow
flown
fluff
flush
flute
fog
fond
foolishness
forehead
foreign
forever
former
fort
fortunate
fossil
fought
framework
frank
frantically
freckle
freedom
freeze
freight
friendship
frisk
frontier
frozen

furious
furnace
furniture
furry
further
fuss
future
gaily
gallon
gallop
gang
garbage
gardener
gardenia
gathering
general
gentlemen
gently
geography
gesture
ghost
giggle
glance
glare
glide
glider
glimpse
glisten
glitter
gloom
glow
gnaw
dog
goldfish
gong
good-bye
government
gradual
grand
grandma
grandpa
grape
grasp
graze
greet
grind
grip
grove
gruff

grumble
grunt
guest
guide
gulp
gurgle
gym
ha
habit
hadn't
ham
hamburger
happening
harden
harness
harvest
hasn't
hastily
haul
haunt
haven't
hawk
he'd
he's
heading
headquarters
heal
health
heap
heave
heaven
height
helmet
helpful
helter-skelter
here's
hero
hesitate
hey
highway
hillside
hinge
hiss
hoarse
hobby
hoe
holiday
hollow
holly
honest
honorable
hood
hoof
hoop
hoot
hopeful
hound
household
hover
however
huddle
human
humor
hump
hunger
hunter
hush
hutch
icy
imaginary
imagination
imitate
improve
improvement
increase
information
ink
inland
inning
innocent
instant
instrument
intend
interrupt
introduce
introduction
itself
jaw
jealous
jeep
jelly
jewel
jingle
jolly
journey
jug
juggle
juice
juicy
justice
kangaroo
kennel
kid
kneel
knelt
knit
knot
known
label
laboratory
lack
lame
lane
lantern
lap
larder
lash
latch
law
lawn
leaf
leak
leash
ledge
legend
level
lever
liberty
librarian
lid
lighthouse
limit
limp
link
lip
liquid
lit
litter
lizard
locate
lodge
loop
loosen
lope
loss
lumber
ma
magazine
magnificent
mane
map
marble
marvel
mass
mast
mate
material
mattress
mayor
meadow
meantime
measurement
medal
medical
meek
member
memory
mend
merchant
mere
mesa
messenger
mild
minnow
mist
mistaken
mister
mistress
mitten
mixture
moan
moccasin
modern
mold
mom
monarch
mood
mop
mosquito
moss
motion
mound
mount
mourn
mouthful
movie
mug
mumble
murmur
muscle
mush
musician
mustache
mutt
mutter
mysterious
myth
nation
national
native
natural
nature
navy
necessary
nervous
newcomer
newspaper
nightfall
nobody
noisily
noisy
nonsense
notch
nowadays
nowhere
nudge
nut
nuzzle
oar
object
observe
odd
officer
official
OK

okay
olive
onion
onto
operator
opinion
opposite
orbit
orchard
ordinary
organ
original
ornament
ourselves
outer
owe
ox
oxen
oxygen
pa
pace
pacific
packet
pad
paddle
pain
painful
painter
pal
palm
pancake
panther
panting
papa
parachute
paragraph
particular
partner
passenger
patience
pattern
pause
peace
peak
pear
pearl
pebble
peck

peculiar
peel
perform
period
permission
persuade
phone
picket
pinch
pioneer
pirate
pity
plane
platter
player
pleasure
plentiful
plod
plot
poet
poison
polish
pooh
porch
port
position
possession
possibly
post
poster
practical
prairie
praise
prayer
prefix
preparation
president
price
prick
pride
prisoner
private
program
prompt
pronounce
pronunciation
prop
propeller

property
protest
provide
prowl
publish
pudding
puddle
punch
pupil
purpose
purse
putter
quart
quit
quiver
rack
racket
raffle
railroad
rancher
ranger
rapid
rare
raspberry
rat
rattle
raw
reader
receive
recess
recite
recover
reed
reef
regular
relate
relation
relax
relief
remain
remark
remarkable
remind
remove
repeat
replace
represent
rescue

research
reservation
resolve
responsibility
result
retreat
rhyme
rider
ridge
rifle
rig
rim
rip
rise
roam
rod
rodeo
rosy
rough
route
rude
ruin
ruler
runner
rust
rustle
sadness
sake
salad
salute
sample
sank
sash
satellite
satisfy
sausage
savage
sawmill
scale
scar
scarce
scene
scent
schoolroom
scientific
scoop
score
scornful

scout
scowl
scramble
seal
section
seek
seldom
selfish
sentence
separate
service
setting
settlement
settler
seventh
seventy
shaft
shallow
shark
shawl
she'd
she'll
she's
shelter
shepherd
shift
shiver
shock
shouldn't
shower
shown
shrill
shrimp
shrug
shuffle
simple
simply
sink
siren
situation
sixty
skeleton
skid
skill
skim
skip
skirt
slab

slam
slant
sleeve
slender
slight
slim
sling
slippery
slope
slot
slung
sly
smack
smear
smoky
snake
snarl
snatch
sneak
snort
snug
soap
soar
society
soda
soil
solemn
solid
someday
somehow
somewhere
sore
southern
spanking
sparrow
speck
sped
speechless
speed
spell
spine
spite
splinter
split
spoken
spoon
sport

spray
sprinkle
spun
sputter
squat
squeeze
squint
squirm
stable
stack
stage
stake
stalk
stammer
starve
statement
steel
stern
stillness
sting
stir
stockade
stole
strain
stranger
strap
streak
strength
stride
stripe
stroke
structure
strut
stubborn
student
stumble
stump
sturdy
style
subject
succeed
success
successful
suck
suffer
suggest
suggestion

sunlight
sunny
sunrise
sunset
sunshine
supply
support
suspect
swagger
swamp
swarm
swell
swoop
sword
symbol
tack
tailor
tame
tan
tangle
tank
task
taxi
telegraph
temper
temperature
tempt
tend
terribly
territory
terror
thanksgiving
thee
there's
therefore
they'd
they're
they've
thicket
thirsty
thirteen
thoughtful
threaten
thrill
throat
throughout
thrust

thus
thy
tickle
tide
tilt
timber
tinkle
tis
tomato
torch
tore
tortilla
total
tough
tow
tramp
trash
traveler
tray
trial
trim
troop
tropical
trout
trudge
trust
tuck
tumble
tusk
twinkle
twirl
twist
typewriter
umbrella
umpire
underground
undersea
underwater
uneasily
unexpected
uniform
unit
unknown
unlike
unload
upper
uproar

upset
urge
useless
vacant
valuable
van
vanish
various
veil
vein
velvet
vicious
villager
vine
vinegar
violin
visible
volcano
vowel
waddle
wade
wail
waist
wand
ward
warmth
wasn't
watchful
wax
we'd
we're
wealth
weave
web
wedding
weekend
weep
weren't
western
whack
what's
whatever
wheat
whenever
where's
wherever
whimper

whine
whinny
whip
whoever
whom
widow
wilderness
windshield
wisdom
within
wizard
wobble
wolves
woodchuck
wooden
wool
worker
worm
wouldn't
wreck
yawn
yelp
you'd
youth
zebra

CORE FIFTH READER

abandon
abroad
abrupt
absolute
absorb
accent
accompany
accurate
achievement
active
activity
addition
admiral
adopt
advance
advantage
advertise
advise
affect
affection
affectionate
afterward
agent
ain't
aisle
alas
alligator
amazement
antelope
antler
anvil
apologize
apparent
apply
appreciate
apprentice
appropriate
apricot
aquarium
arc
arctic
argument
armor
artist
aspen
assign
assure
astound
astronomer
athletic
atmosphere
attach
attempt
attendant
attitude
attract
available
average
avoid
baffle
baggage
bakery
ballast
barbecue
barbershop
barrier
basic
bathtub
bay
beaten
beckon
beetle
beggar
behavior
betray
bewilder
biscuit
blacksmith
bleed
blessing
bluff
blunder
blur
bog
bolt
bond
border
capable
capital
capsule
captive
carbon
career
cargo
cash
cask
casual
catcher
caw
cease
celebration
celery
chalk
challenge
channel
characteristic
charcoal
charm
cheat
childhood
chorus
chug
chute
citizen
civil
clam
clamp
clang
clasp
climate
cloak
clover
cluck
cluster
coal
cock
cockroach
coconut
colonist
combination
comic
commander
commotion
communicate
community
compartment
compass
compliment
concentrate
conclusion
concord
conductor
confident
confusion
connect
conquer
consent
consist
constitution
construct
contact
continent
contribution
corral
corridor
cotton
cougar
crackle
cradle
craft
crag
crane
crease
credit
crest
crumb
crumble
crust
cuckoo
culture
curiosity
daisy
dale
dam
damp
dandy
daze

dazzle
deafening
decision
deerskin
defeat
defense
defensive
definition
delay
delicate
democracy
demon
den
dense
deny
depth
descendant
description
detail
determination
determine
dew
diagram
dial
diary
diet
dingo
disappointment
disaster
discourage
discuss
disguise
disgust
dismay
dismiss
display
dissolve
distinguish
distress
ditch
dodge
doe
doom
double
dove
draft
drain

dread
drear
drone
duchess
due
duke
dye
dynamite
eastern
educate
education
elbow
elder
elect
elm
embarrass
embroider
emergency
emotion
emperor
employ
encourage
endurance
energy
enforce
enthusiasm
errand
error
establish
etch
evaporate
eventual
evil
exasperate
exhaust
exist
expedition
expense
experimental
explanation
explode
explosion
extend
extreme
fable
faith
faithful

fake
false
fanciful
fantastic
fare
farewell
farthest
fascinate
fate
fawn
fee
ferry
fertile
fertilizer
fever
fiction
fiddle
fig
filter
fir
fisherman
flagpole
flank
flee
fleet
flesh
flick
fling
flint
floe
flounder
flung
foam
ford
foreman
forge
foster
foul
fourteen
fragrant
frantic
fray
frequent
fuel
fumble
furnish
fuzzy

gain
gale
gap
gape
gasoline
gear
gee
generous
genius
ginger
glacier
gleam
glen
globe
glorious
glory
gloss
gnat
goal
goggles
governor
grace
grade
graduate
granite
grapevine
gratitude
gravity
gravy
grease
griddle
grief
grim
grit
grope
grouch
grub
grumpy
guarantee
guinea
gull
gum
guppy
gust
gutter
hail
halt

hank
hardship
harsh
haze
helper
heroic
hike
hint
hire
hogan
hoist
homestead
homeward
horizon
hornet
horrible
horrify
horror
howdy
huckleberry
hulk
hull
hunch
hurtle
husky
hustle
hydrogen
ideal
identify
ignore
image
importance
impulse
incident
incline
include
independence
index
indicate
individual
influence
inform
inhabitant
injure
inlet
inspect
install

institution
instruction
insult
intelligence
intelligent
intent
international
interpret
interview
invitation
involve
issue
item
ivory
jab
jade
janitor
jog
joyous
junk
keen
keg
kerchief
kindle
kindness
kit
knight
knowledge
labor
lance
landscape
lasso
lather
launch
league
legal
legislature
lend
leopard
lessen
lettuce
liar
license
lily
limb
lime
linen
linger
literature
llama
loaf
loan
local
locket
loft
lookout
loom
loudspeaker
loyal
lumberjack
lung
lunge
lurch
lurk
machinery
madam
magician
magnet
manager
manufacture
maple
mar
mare
mask
mason
mat
mathematics
meanwhile
mechanical
melody
menu
meow
merchandise
merit
mess
method
mid
midnight
midst
migrate
military
mineral
minister
miracle
miserable
missile
mission
mitt
mock
modest
monster
monument
moo
moor
moose
moral
motionless
mountainside
movement
mow
mumps
munch
muse
mushroom
musical
narrator
naughty
navigation
neglect
neigh
nightmare
noble
noose
nor
normal
northern
nostril
notion
nuisance
numeral
oat
obedient
obstacle
obvious
occasion
occasional
occur
operation
organization
organize
oriole
orphan
otherwise
otter
ouch
outfit
outlaw
outsmart
outwit
pageant
pajamas
panic
parallel
pardon
parsley
passage
pastime
patrol
pea
peaceful
peach
peasant
peg
performance
perfume
permanent
permit
perplex
petal
phantom
physical
pickle
pierce
pigeon
plaid
plantation
planting
plaster
plastic
plea
plead
plight
plug
plum
plump
poise
poisonous
polar
popular
porridge
porter
pouch
pounce
pray
predict
prefer
preserve
pressure
prevent
prey
prickly
principal
proceed
process
produce
product
professional
profit
project
propose
prospect
protection
province
provision
prune
pry
public
pulley
puppet
purchase
purr
pursue
quality
radiant
raft
raid
raisin
ram
ramp
range
rank
rap
rascal
rate
raven
ray
recall
recent
reckon
reference
refuge
regard
region
regulation
reindeer

relative
relay
release
relieve
religious
reptile
reputation
request
require
resist
resolution
resource
respond
restaurant
reveal
reverse
revolution
revolutionary
rhythm
rib
rickety
riddle
ridiculous
rigid
rink
rinse
ripple
risk
robber
rotate
rotor
roundup
rove
rudder
ruffle
rugged
rumble
rustler
saint
salary
salmon
sandal
satin
satisfaction
sauce

saucer
scalp
scarlet
schedule
scholar
schooner
scissors
scooter
scorch
scow
scrap
scrape
screech
screw
scuffle
scuttle
secure
select
sensible
sergeant
series
serpent
severe
shack
shatter
shear
sheriff
shilling
shimmer
shred
shrewd
shriek
shrink
shudder
sickness
similar
sire
ski
skipper
slash
slave
slay
sleek
sleet
slice

slit
slosh
smother
snip
snout
soak
social
sock
sod
soggy
sole
solution
somersault
sonny
soothing
sorrowful
soul
sourdough
span
spaniel
spatter
spectacle
spindle
spire
spit
splendid
splendor
splutter
sprawl
sprout
sprung
spur
squash
stagger
stain
stallion
stampede
starboard
steed
stirrup
stitch
stock
stomp
stoop
storekeeper

straddle
strand
stray
stricken
strict
strive
strode
stroll
strung
stubby
stun
stung
stunt
stutter
submarine
subtract
subway
sullen
sum
summon
sunk
super
superintendent
surf
survive
suspense
suspicious
sweat
sweater
swollen
system
tackle
talent
tatter
tawny
tax
teammate
teem
telegram
tennis
tense
terrier
terrific
terrify
thaw

theater
theory
there'll
thermometer
thrash
threat
thrive
throb
tidbit
tidy
timid
tinker
title
toast
tom-tom
ton
topic
topple
torpedo
tourist
towel
trace
tragedy
trailer
traitor
treatment
tremendous
triangle
trickle
triumph
triumphant
trumpet
tub
twilight
twitch
type
typical
unable
underneath
unfriendly
unicorn
union
universe
utter
vacuum

variety
vast
vault
vehicle
vent
venture
verse
vessel
victory
vision
vivid
volume
volunteer
vote
vow
voyage
waken
warehouse
wasp
weapon
weary
wedge
weird
wept
wharf
wheeze
whisk
whittle
whoop
willow
wistful
wit
witch
witness
woodcutter
worship
worst
wow
wrestle
wretched
wriggle
wring
wrist
yank
yarn
ye
yearling
yonder
zero
zigzag

CORE SIXTH READER

abbot
abreast
absence
absent
absurd
abundant
academy
accomplish
accomplishment
accustom
achieve
acknowledge
acquaint
acquire
acreage
acrobat
actor
actress
adapt
adore
agony
ailment
aircraft
ally
almanac
alter
alternate
altitude
altogether
amateur
amber
ammunition
ample
analyze
ancestry
angle
announcement
announcer
annoy
annual
anxiety
anymore
ape
apology
apparatus
appearance
appetite
applaud
applause
appoint
appreciation
approval
approve
archaeologist
arena
arise
arrival
artificial
ascend
assemble
assembly
associate
association
assume
athlete
atom
atomic
auction
auditorium
authority
automatic
avalanche
avenue
award
awe
awesome
awl
awoke
axle
bade
badge
bail
bale
balsam
bandit
barb
barefoot
barren
bask
bass
batch
baton
bawl
bazaar
beacon
beech
beginner
behalf
belief
benefit
bestow
billion
bin
binoculars
bishop
blank
blare
bless
blister
blouse
blown
blubber
blunt
blush
bluster
boost
bravo
breast
brew
brighten
brink
bristle
bronco
bronze
broth
brow
bull
bun
bunt
burglar
butt
cabbage
calculate
calico
campaign
candlelight
canopy
canter

capacity
caravan
caravel
carcass
caribou
cartridge
catfish
cathedral
catsup
caution
cedar
cell
central
cereal
ceremony
chafe
chapter
chariot
charity
chasm
chat
cheap
chemist
choir
choppy
cicada
circuit
circular
circumstance
civic
civilization
clamber
classify
cleft
clench
climax
clink
clod
clutter
coarse
coax
cobbler
cobblestone
college
collide
colonel
combat
combine
comment
commercial
commission
commit
communication
comparative
comparison
compete
competition
complaint
complicate
composition
compute
comrade
conceit
conclude
condemn
conduct
conference
confide
confidence
confront
congratulate
congratulation
congress
conscience
consequence
conservation
conserve
considerably
console
construction
consult
consume
contestant
context
continual
contract
contraption
contrary
contrast
contribute
convenience
convey
cooperation
couch
cough
councilor
countdown
counter
counterclockwise
countryside
courageous
cower
cram
cramp
crank
crater
create
crib
crime
criminal
crimson
crinkle
cripple
crisis
crisscross
critical
criticize
croquet
crude
cruelty
cruise
crumple
crush
cubic
cuddle
cue
cultivate
cunning
curb
curry
curse
curtsy
cushion
customary
cylinder
dagger
daily
daintly
damage
dame
darling
darn
daunt
debt
decay
deceive
decline
decrease
dedicate
dee
definite
deliberate
delicacy
delta
demonstrate
denounce
depart
departure
dependent
derby
descend
descriptive
desperation
despise
despite
destination
destruction
device
devise
devote
devour
dialect
diameter
diesel
differ
dignify
dingy
diphtheria
disagree
disbelief
discard
discontent
discussion
disdain
disk
dismal
dispose
dintinct
distract
distribute
district
disturbance
division
doc
dogsled
dolt
dome
dose
downstream
downtown
downward
dramatic
drench
drummer
duckling
dungeon
dwelling
dwelt
dwindle
ebb
eerie
elaborate
element
eliminate
elk
embankment
embarrassment
ember
emblem
embrace
emerge
empire
employee
empress
enable

encircle
enclose
encounter
encouragement
endure
engage
entertainment
entrust
enviroment
epidemic
erect
escort
essential
estate
estimate
eternity
evidence
evident
exaggerate
exaggeration
examination
exceeding
exclamation
exhaustion
exhibit
existence
expand
expanse
expectant
exploration
explosive
expose
extraordinary
eyelash
eyelid
fabric
fabulous
failure
falter
famine
fanatical
fang
fatigue
feat
federal
feeble
feebly
fiber
fidget
fiery
fifteenth
film
filth
fireplace
flannel
fleck
fleece
flimsy
flinch
flourish
fluid
flurry
focus
footstep
forbidden
forecast
foremost
forgive
forlorn
formation
formidable
foundation
founder
fragile
fragment
frail
frenzy
friction
fringe
fro
fulfill
fume
fund
funnel
furthermore
fury
fuse
gait
galleon
gallery
gamble
gangplank
gannet
gantry
garment
gash
gauge
gaunt
generation
genuine
geological
ghastly
giddy
gigantic
glade
gleeful
glimmer
glint
gloat
glower
glue
goad
goddess
gorge
gorgeous
gorilla
gossip
gown
graceful
gracious
graduation
graph
grate
grave
gravel
greyhound
grieve
grizzly
groom
groove
guilty
guitar
gully
gunwale
guy
gypsy
hack
hallway
halter
hammock
handicap
hare
hark
harmony
hatred
haunch
headlight
headlong
hearth
heed
helm
hemisphere
hemlock
herald
herb
heroine
herring
hesitation
highness
hilltop
hither
hobble
holler
holy
homer
homework
horizontal
hospitality
host
hostile
hub
humble
humorous
hurdle
hurl
iceburg
icicle
identical
idle
igloo
ignorant
illness
illuminate
illustrate
immense
immigrant
impact
imply
import
impression
income
incredible
incredulous
indignant
indignation
indigo
industry
infant
infection
ingredient
initial
initiation
injury
innkeeper
inquire
inquiring
inscribe
insignificant
inspire
instance
instinct
insulate
insurance
intense
intention
interfere
interior
interpretation
invade
invasion
investigate
irregular
isle
isolate
italic
jackal
jag
jeepers

jeer
jewelry
joint
jolt
journal
joyful
judgment
jumble
junior
keel
khaki
kimono
kink
knob
lace
ladle
lag
lagoon
landlord
lanky
latter
laundry
lava
lawyer
layer
lens
lent
lest
liable
lichen
lieutenant
lifeguard
lioness
location
logical
lure
luxury
magical
maintain
maize
majestic
major
mammoth
manuel
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underline
verb
visualize
voiceless

DPI

PROGRAM QUAD MANUAL

A GUIDE TO DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED READING IN THE PRIMARY GRADES

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DIAGNOSTIC-PRESCRIPTIVE-INDIVIDUALIZED PRIMARY READING
QUAD MANUAL

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PREFACE

We have faith that all children can learn to read; and, through achieving competency, will find pleasure in reading. The D. P. I. Primary Reading Program was conceived and built upon this premise.

In order to attain mastery, certain skills must be developed. The Quad Manual presents the prerequisite skills essential to attaining competency in reading. It is the "nuts and bolts" of the D. P. I. program. But skill development in and of itself becomes dull and tedious unless presented by a creative teacher who can introduce skills in a purposeful context thus motivating children to reach out and learn. This Quad Manual includes the tools essential for reading development. This skill development cannot be by-passed if mastery is to be attained; but a desire to read must also be instilled within each child by the strategies presented within the classroom each day.

Although we have attempted to develop each skills area sequentially, from simple to complex it is up to the classroom teacher to determine the proper time and sequence in which the skills will be developed. There is no one "best way". Each teacher, using the diagnostic data available on each pupil, is free to determine: where the pupil is; which skills he can master next; how the skills should be introduced and developed. Thus, the Quad Manual becomes a reference guide which insures commonality within the D. P. I. Program but also provides for individuality based upon pupil needs and teaching style.

J. L. Z.

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Use of the Pre-reading Section

This section was added to the present Quad Manual at the request of First Grade teachers who found some of their pupils unready for formal reading instruction. While second and third graders will not be eliminated from takin tests in this section if they are reading at or below primer level, the items have been written explicity for the first graders who are not capable of handling the initial reading skills.

The term "pre-reading" rather than "reading readiness" has been chosen since "readiness" is an important element at all stages of reading growth, from the early primary years through adulthood. Children beginning in this section should be "graduated" into the other sections as soon as possible, While premature entry into formal reading instruction can be damaging in that the child builds up a "failure" expectation, retaining him in pre-reading skills unnecessarily can be equally bad. The reading specialist and teacher, after an analysis of the pupil's progress based upon cycle data and classroom observation, should decide when each child can be moved into the formal reading stream. In making this decision, the very important factors of social development, mental capacity, background of experience, auditory and visual discrimination and general language development must be considered. The pupil may be deemed "ready" for formal reading instruction when he is able to perform the required tasks without noticeable physical or emotional discomfort.

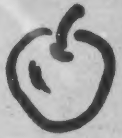
The pre-reading section is divided and placed immediately in front of the sections containing related skills. This should enable the teacher to better judge when the pupil has mastered the skills pre-requisite to those presented in the formal skills section. Thus, items listed under perception skills may be prescribed for the pupil even though he is still working on the pre-reading word-recognition skills.

PRE READING

General Objective

P-R1100 Basic Concept Development

Given concentrated instruction in basic concept development, by the end of the first level, each student will demonstrate an understanding of color, size, shape, form, and of terms that show placement, relationship or position, motion, and facial expression, by completing each criterion referenced test item in these areas within a range of 80% to 100% accuracy.

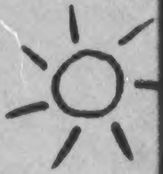
Skill Description	Criterion Referenced Items	Samp
1101 Naming the three colors: red, blue, yellow	Given a series of red, blue, yellow objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child wi the colors red, blue to name each color  red apple bl

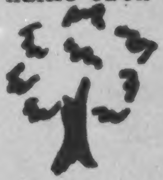
PRE READING

General Objective

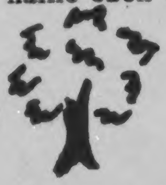
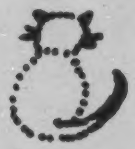
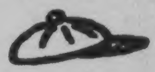
P-R1100 Basic Concept Development

Given concentrated instruction in basic concept development, by the end of the first level, each student will demonstrate an understanding of color, size, shape, form, and of terms that show placement, relationship or position, motion, and facial expression, by completing each criterion referenced test item in these areas within a range of 80% to 100% accuracy.

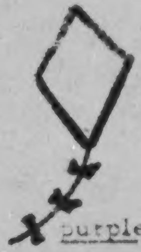
iption	Criterion Referenced Items	Sample Test Items
three colors: ellow	Given a series of red, blue, yellow objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with objects or pictures usin the colors red, blue, and yellow. Ask the chil to name each color of the object or picture i. e red apple blue boat  yellow sun

Skill Description	Criterion Referenced Items	Sample
1102 Selecting given colors by choosing between red, blue, yellow	Given the colors red, blue and yellow, the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a red, y Ask him to: 1. "Pick up the yellow 2. "Show me the blue c 3. "Give me the red cr
1103 Naming the three colors: green, orange, brown	Given a series of green, orange and brown objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with the colors green, oran to name each color of  green tree oran
1104 Selecting the correct colors by choosing between green, orange, brown	Given the colors green, orange and brown, the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a green, Ask him to: 1. "Touch the green c 2. "Show me the brow 3. "Hand me the oran

ed)

on	Criterion Referenced Items	Sample Test Items
colors by n red,	Given the colors red, blue and yellow, the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a red, yellow and blue crayon Ask him to: 1. "Pick up the yellow crayon." 2. "Show me the blue crayon." 3. "Give me the red crayon."
e colors: brown	Given a series of green, orange and brown objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with objects or pictures using the colors green, orange, brown. Ask the child to name each color of the object or picture i. e.  green tree  orange cat  brown cap
orrect color ween green,	Given the colors green, orange and brown, the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a green, orange and brown crayon. Ask him to: 1. "Touch the green crayon." 2. "Show me the brown crayon." 3. "Hand me the orange crayon."

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Sample
1105 Naming the three colors: purple, black, white	Given a series of purple, black and white objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with using the colors purpl child to name each col i. e.  purple kite black blac
1106 Selecting the correct colors by choosing between purple, black, white	Given the colors purple, black and white the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a purple Ask him to: 1. "Hand me the purpl 2. "Pick up the white 3. "Show me the black

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tion	Criterion Referenced Items	Sample Test Item
ree colors: . white	Given a series of purple, black and white objects, the pupil is expected to orally name the color of each object with 100% accuracy.	Present the child with five objects or pictures using the colors purple, black, white. Ask the child to name each color of the object or picture i. e. purple kite black pig white star black chair white cha
correct osing between , white	Given the colors purple, black and white the pupil is expected to select each color as requested with 100% accuracy.	Give the pupil a purple, black and white crayon. Ask him to: 1. "Hand me the purple crayon." 2. "Pick up the white crayon." 3. "Show me the black crayon."

PR-R-4
Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Sample Te
1107 Matching color strips with objects	Given five strips each of a different color the pupil will match five of the color strips with objects in the testing environment. Accuracy level: 100%	Give the pupil nine strips color. Ask him to match five colors found in the ro
1108 Identifying three basic forms: square, triangle, circle	Given a square, a triangle and a circle, the pupil is expected to select each object as it is named with 100% accuracy.	Place the three basic for Ask him to hand you the circle as you name each
1109 Naming three basic forms: square, triangle, circle	Given a square, a triangle, and a circle the pupil will name each object as it is presented to him with 100% accuracy.	Ask the child to name eac square, triangle, circle
1110 Copying three basic forms: square, triangle, circle	Given a square, a triangle, and a circle, the pupil will copy each shape giving each its proper shape, and number of sides. Accuracy level 100%	Hand the pupil a square. square on his paper. Re circle.

	Criterion Referenced Items	Sample Test Items
ips with	Given five strips each of a different color the pupil will match five of the color strips with objects in the testing environment. Accuracy level: 100%	Give the pupil nine strips each of a different color. Ask him to match five of the strips with five colors found in the room.
asic angle,	Given a square, a triangle and a circle, the pupil is expected to select each object as it is named with 100% accuracy.	Place the three basic forms in front of the pupil. Ask him to hand you the square, triangle, circle as you name each one.
c forms: circle	Given a square, a triangle, and a circle the pupil will name each object as it is presented to him with 100% accuracy.	Ask the child to name each of the basic forms: square, triangle, circle as it is handed to him.
ic forms: circle	Given a square, a triangle, and a circle, the pupil will copy each shape giving each its proper shape, and number of sides. Accuracy level 100%	Hand the pupil a square. Ask him to copy the square on his paper. Repeat for the triangle and circle.

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Sample T
1111 Identifying three forms: oval, rectangle, diamond	Given an oval, a rectangle and a diamond shape the pupil will select each figure as it is named with 100% accuracy.	Place the three basic fo Ask the child to hand yo diamond as you name ea
1112 Naming three forms: oval, rectangle, diamond	Given an oval, a rectangle, and a diamond shape, the pupil will name each object as it is presented to him with 100% accuracy.	Ask the child to name e rectangle, diamond,as i
1113 Copying three forms: oval, rectangle, diamond	Given an oval, a rectangle, and a diamond shape, the pupil will copy each shape giving each its proper shape. Accuracy level: 100%	Hand the pupil an oval. on his paper. Repeat f diamond.
1114 Identifying horizontal, vertical and diagonal lines	Given a drawing of a horizontal, a vertical, and a diagonal line, the pupil will name each drawing as it is presented to him. Accuracy level 100 %	Present the child with a vertical and a diagon to each as its name is

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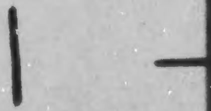
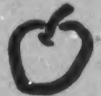
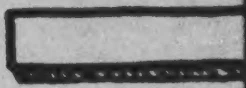
	Criterion Referenced Items	Sample Test Items
forms: diamond	Given an oval, a rectangle and a diamond shape the pupil will select each figure as it is named with 100% accuracy.	Place the three basic forms in front of the pupil. Ask the child to hand you the oval, rectangle, diamond as you name each one.
ms: oval, ond	Given an oval, a rectangle, and a diamond shape, the pupil will name each object as it is presented to him with 100% accuracy.	Ask the child to name each of the forms - oval, rectangle, diamond, as it is handed to him.
rms: oval, ond	Given an oval, a rectangle, and a diamond shape, the pupil will copy each shape giving each its proper shape. Accuracy level: 100%	Hand the pupil an oval. Ask him to copy the oval on his paper. Repeat for the rectangle and diamond.
ontal, onal lines	Given a drawing of a horizontal, a vertical, and a diagonal line, the pupil will name each drawing as it is presented to him. Accuracy level 100 %	Present the child with drawings of a horizontal, a vertical and a diagonal line. Ask him to point to each as its name is called.

Skill Description	Criterion Referenced Items	Samp
1115 Naming horizontal, vertical and diagonal lines	Given a drawing of a horizontal, a vertical, and a diagonal line the pupil will name each drawing as it is presented to him. Accuracy level 100%	Ask the child to nam is presented to him. 
1116 Copying horizontal, vertical, and diagonal lines	Given a drawing of a horizontal, a vertical and a diagonal line and a blank sheet of paper, the pupil will copy each with 100% accuracy.	Give the pupil the d and diagonal lines.
1117 Recognizing size terminology by selecting the appropriate objects according to size description: big, little; tall, short; large, small; wide, narrow; fat, thin	Given 5 pairs of objects different in size, the pupil is expected to select the appropriate object of the pair according to the oral description given by the teacher. Accuracy level 80%	Place five pairs of flannel board. Ask priate object i. e. 1. Point to the big  2. Point to the nar  et

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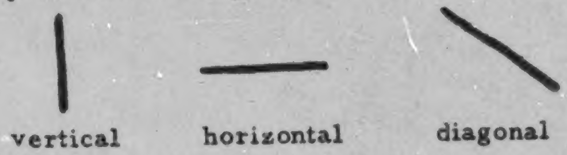
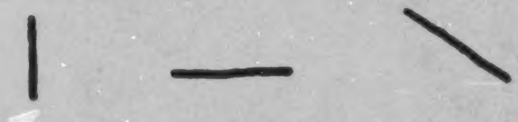
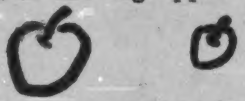
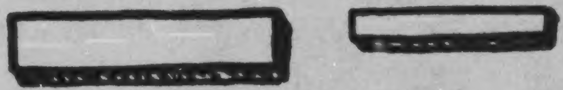
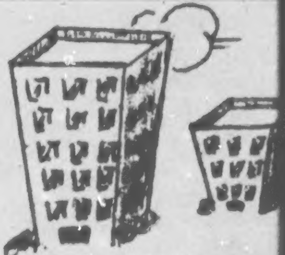
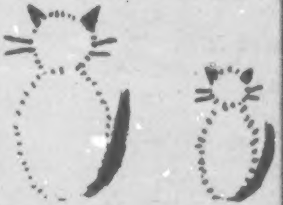
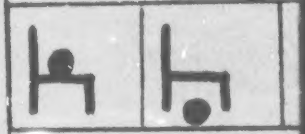
tion	Criterion Referenced Items	Sample Test Items
ontal, diagonal lines	Given a drawing of a horizontal, a vertical, and a diagonal line the pupil will name each drawing as it is presented to him. Accuracy level 100%	Ask the child to name each linear drawing as it is presented to him. 
zontal, diagonal	Given a drawing of a horizontal, a vertical and a diagonal line and a blank sheet of paper, the pupil will copy each with 100% accuracy.	Give the pupil the drawing of horizontal, vertic and diagonal lines. Ask him to copy each one. 
size terminol- ting the appro- s according to tion:big, little; arge, small; w; fat, thin	Given 5 pairs of objects different in size, the pupil is expected to select the appropriate object of the pair according to the oral description given by the teacher. Accuracy level 80%	Place five pairs of objects different in size on flannel board. Ask the pupil to select the appr priate object i. e. 1. Point to the big apple.  2. Point to the narrow board.  etc.

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Samp
1118 Describing sizes of objects: big, little; tall, short; large, small; wide, narrow; fat, thin	Given pictures of 5 pairs of objects different in size, the pupil will describe the designated one of each pair using the terms big, little, tall, short, large, small, wide, narrow, fat and thin. Accuracy level: 80%	Show the pupil the 5 at a time. Point to the pupil orally com word describing the  1. This building is _  3. This is a ______
1119 Recognizing positions: on, under, beside, over, around	Given a set of 5 pictures showing the following concepts: over, on, under, beside, and around, the pupil will choose the correct picture according to given oral descriptions. Accuracy level: 80%	 1. Point to the pictu the chair. 2. Point to the pictu around the chair 3. Point to the pictu the chair. 4. Point to the pictu the chair. 5. Point to the pictu the chair.

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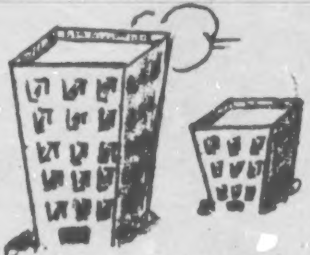
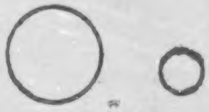
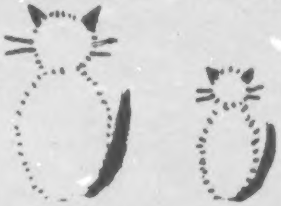
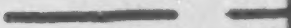
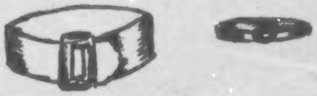
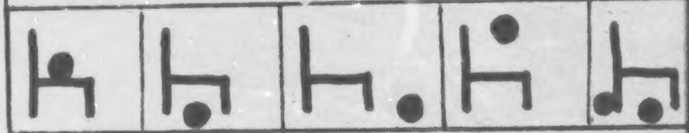
ption	Criterion Referenced Items	Sample Test Items
izes of objects: ll, short; large, narrow; fat,	Given pictures of 5 pairs of objects different in size, the pupil will describe the designated one of each pair using the terms big, little, tall, short, large, small, wide, narrow, fat and thin. Accuracy level: 80%	Show the pupil the 5 pairs of pictures, one pair at a time. Point to one of the pairs and have the pupil orally complete the sentence using a word describing the size.  1. This building is ______.  2. This is a ______ circle.  3. This is a ______ cat.  4. This line is  5. This belt is ______.
positions: eside, over,	Given a set of 5 pictures showing the following concepts: over, on, under, beside, and around, the pupil will choose the correct picture according to given oral descriptions. Accuracy level: 80%	 1. Point to the picture that shows the ball on the chair. 2. Point to the picture that shows the balls around the chair. 3. Point to the picture that shows the ball over the chair. 4. Point to the picture that shows the ball besid the chair. 5. Point to the picture that shows the ball unde the chair.

PR-R-8
Pre Reading (Continued)

Skill Description

1120 Naming words that show relationship, placement or position

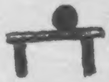
Criterion Referenced Items

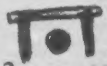
Given a set of pictures showing the ideas of: over, above, on; under, below; top, bottom; front, back; beside, in the middle; in, out; around, the pupil will tell the correct concept. Accuracy level 80%

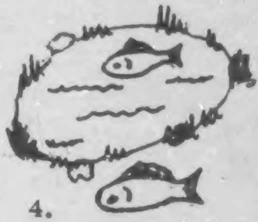
Sample T

Use a set of pictures sh
child will tell the approp

1. "Look at picture 1.
2. "Look at picture 2.
3. "Look at this picture
   the middle.) Then a
   in the group?"
4. "Where are the fish?
5. Show the last picture
   tree?"


1.


2.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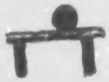
Criterion
Referenced Items

Given a set of pictures showing the ideas of: over, above, on; under, below; top, bottom; front, back; beside, in the middle; in, out; around, the pupil will tell the correct concept. Accuracy level 80%

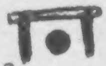
Sample Test Items

Use a set of pictures showing positions. The child will tell the appropriate concept.

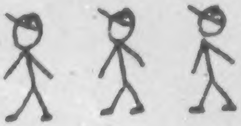
1. "Look at picture 1. Where is the ball?"
2. "Look at picture 2. Where is the ball?"
3. "Look at this picture." (Point to the figure in the middle.) Then ask, "Where is this boy in the group?"
4. "Where are the fish?"
5. Show the last picture. Ask, "Where is the tree?"



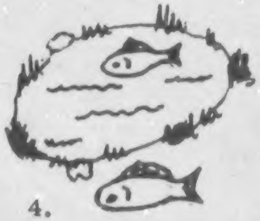
1.



2.



3.



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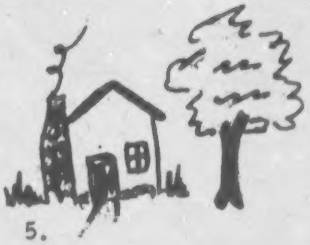


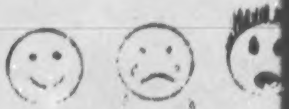
5.

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	S
1121 Demonstrating words that show relationship, placement or position	Given oral directions and props such as a table, a ball, a book, a drawer, and a bookcase, the pupil will demonstrate the following concepts: over or above; on; under or below; top, bottom, in front of, in back of, beside, in the middle, in, out, around. **Accuracy level: 100%**	The child will de position by follo 1. Put the ball o 2. Place the bal 3. Put the book 4. Stand beside 5. Put the paper 6. Take a pencil 7. Walk in the m 8. Put the book 9. Stand in front 10. Stand in back
1122 Demonstrating the following directional concepts: up-down, in-out, right-left, forward-backward	Given oral directions the pupil will demonstrate the following directional concepts: up-down, in-out, right-left, forward-backward with 100% accuracy.	Ask the pupil to 1. Stand up - si 2. Move forwar 3. Step to the ri 4. Step in the ci

Continued)

scription	Criterion Referenced Items	Sample Test Items
rating words that ationship, place- position	Given oral directions and props such as a table, a ball, a book, a drawer, and a bookcase, the pupil will demonstrate the following concepts: over or above; on; under or below; top, bottom, in front of, in back of, beside, in the middle, in, out, around. **Accuracy level: 100%**	The child will demonstrate the words that sh position by following the oral directions. 1. Put the ball on the table. 2. Place the ball under the table. 3. Put the book on the bottom shelf. 4. Stand beside the table. 5. Put the papers in the drawer. 6. Take a pencil out of the drawer. 7. Walk in the middle of these chairs. 8. Put the book on the top shelf. 9. Stand in front of me. 10. Stand in back of me.
rating the following al concepts: up- -out, right-left, backward	Given oral directions the pupil will demonstrate the following directional concepts: up-down, in-out, right-left, forward-backward with 100% accuracy.	Ask the pupil to: 1. Stand up - sit down. 2. Move forward - move backward. 3. Step to the right - step to the left. 4. Step in the circle - step out of the circle

Skill Description	Criterion Referenced Items	Sample T
.123 Naming expression of emotions through picture clues	Given a set of pictures showing facial expressions of common emotions. the pupil will identify the emotion depicted with 80% accuracy.	Give the pupil a set of p ness, sadness, anger, him to name the emotio 

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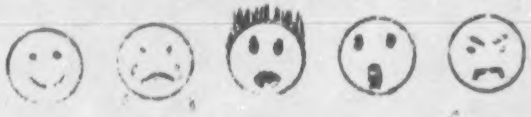
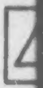
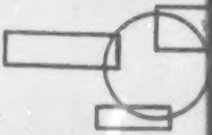
	Criterion Referenced Items	Sample Test Items
on of picture	Given a set of pictures showing facial expressions of common emotions. the pupil will identify the emotion depicted with 80% accuracy.	Give the pupil a set of pictures showing happiness, sadness, anger, fear, surprise. Ask him to name the emotion shown. 

PRE READING

General Objective

P-R 1200 Visual Concept Development

Given concentrated instruction in visual concept development by the end of the first level, each student will demonstrate an understanding of figure-ground relationships, comparisons of likenesses and differences, matching, naming, recognizing and identifying letter forms by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

Skill Description	Criterion Referenced Items	Sample
1201 Determining figure-ground relationships	Given basic shapes superimposed upon each other the pupil will demonstrate his ability to see each shape separately by drawing around the shape named with 100% accuracy.	Ask the pupil to Draw a ring aro  Color the circle Color the rectan 

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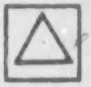
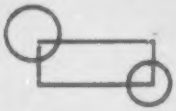
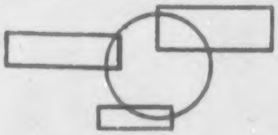
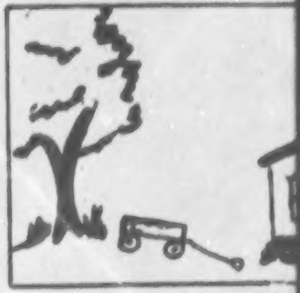
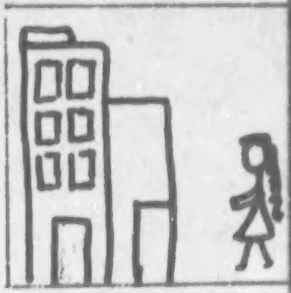
PRE READING

General Objective

P-R 1200 Visual Concept Development

Given concentrated instruction in visual concept development by the end of the first level, each student will demonstrate an understanding of figure-ground relationships, comparisons of likenesses and differences, matching, naming, recognizing and identifying letter forms by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

escription	Criterion Referenced Items	Sample Test Items
ining figure-ground nships	Given basic shapes superimposed upon each other the pupil will demonstrate his ability to see each shape separately by drawing around the shape named with 100% accuracy.	Ask the pupil to: Draw a ring around the triangle.  Color the circles.  Color the rectangles. 

Skill Description	Criterion Referenced Items	Sample
1202 Identifying specific objects in a picture	Given a picture of a scene, the pupil will point out 5 specific objects in each with 80% accuracy.	**Say to the child:** **"Where is the tree?"** **"Point to the wagon."** **"Show me the house."** 
1203 Describing objects in a picture	Given two pictures the pupil will describe 3 specific objects in each with 100% accuracy.	**Ask the child to:** **Tell something about t** **Tell two things about t** **Tell three things about** 

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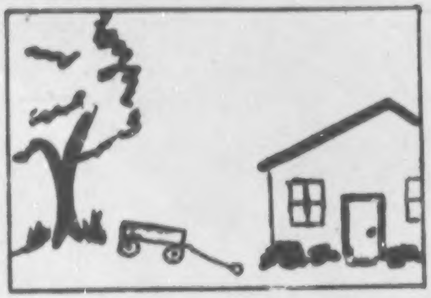
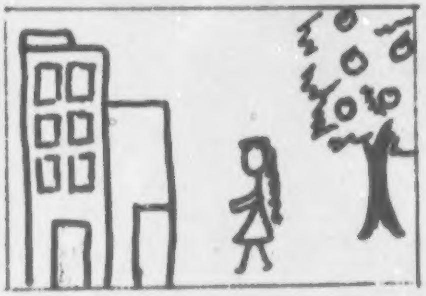
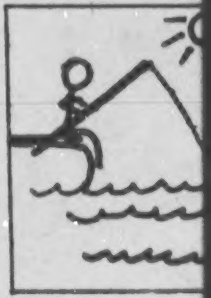
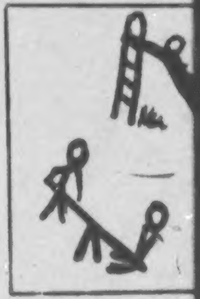
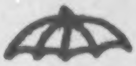
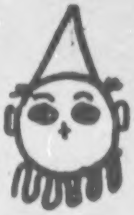
ion	Criterion Referenced Items	Sample Test Items
cific objects	Given a picture of a scene, the pupil will point out 5 specific objects in each with 80% accuracy.	Say to the child: "Where is the tree?" "Point to the wagon." "Show me the house." 
ects in a	Given two pictures the pupil will describe 3 specific objects in each with 100% accuracy.	Ask the child to: Tell something about the tree. Tell two things about the building. Tell three things about the girl. 

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Samp
1204 Interpreting the content of the picture	Given a picture, the pupil will tell what is happening in each picture with 100% accuracy.	Ask the pupil to tell 
1205 Discriminating between the whole and each of its parts	Given a picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts with an accuracy level of 100%.	Ask the pupil to: "Tell me what the p "Name three things 
1206 Determining what object is missing from a whole	Given a series of pictures, each having a missing part, the pupil is expected to identify the missing parts. A score of 80% (4 of 5) is acceptable.	Draw the part that  

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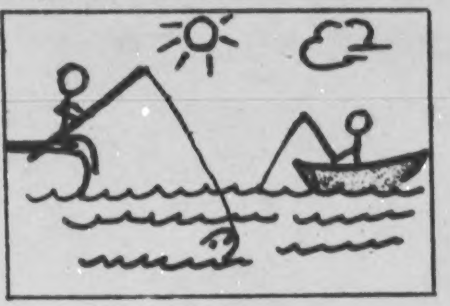
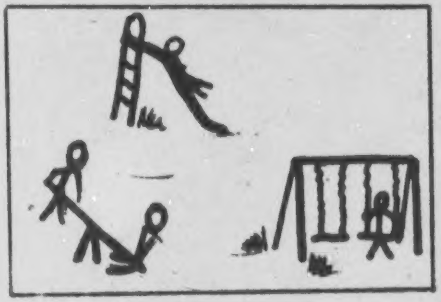
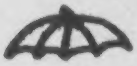
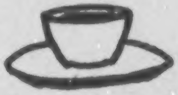
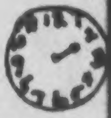
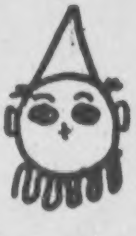
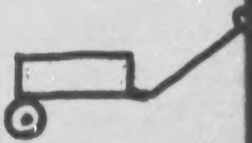
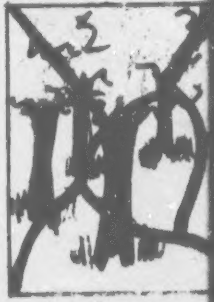
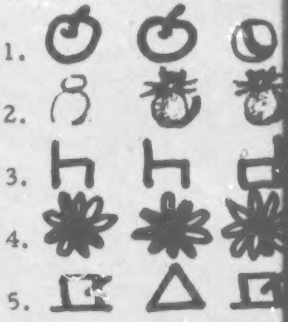
iption	Criterion Referenced Items	Sample Test Items
the content of	Given a picture, the pupil will tell what is happening in each picture with 100% accuracy.	Ask the pupil to tell what this picture is about. 
ting between nd each of its	Given a picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts with an accuracy level of 100%.	Ask the pupil to: "Tell me what the picture is about." "Name three things you see in the picture." 
g what object is om a whole	Given a series of pictures, each having a missing part, the pupil is expected to identify the missing parts. A score of 80% (4 of 5) is acceptable.	Draw the part that is missing from each objec     

Skill Description	Criterion Referenced Items	Samp
1207 Determining the whole through arranging together its separate parts	Given a puzzle with 4-16 pieces the pupil is expected to arrange the pieces together in such a way as to form a composite picture with an accuracy level of 100%.	Fit the pieces togeth 
1208 Observing likenesses and differences among pictures	Given a series of five pictures of which one differs from the other four, the pupil will underline the picture that is different. Accuracy level is 100%.	Draw a line under th the others. 
1209 Matching lower and upper case forms of the alphabet: (Aa-Ff)	Given two sets of cards containing the lower and upper case letters A-F, the pupil matches the lower case letters with their upper case counterparts. Accuracy level 100%	Give the pupil two s contains the lower c and the other contai the letters A-F. P order. Ask the pup forms of the letter parts.

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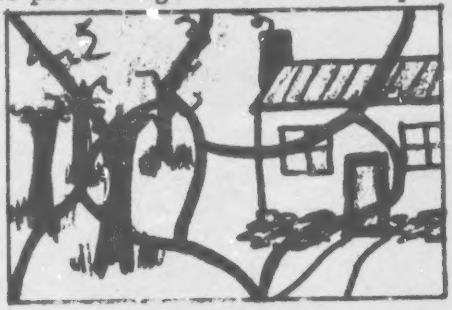
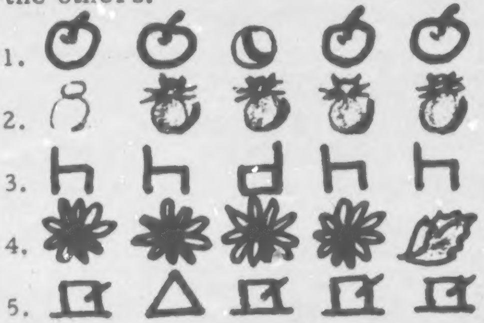
ption	Criterion Referenced Items	Sample Test Items
the whole nging together parts	Given a puzzle with 4-16 pieces the pupil is expected to arrange the pieces together in such a way as to form a composite picture with an accuracy level of 100%.	Fit the pieces together to make a picture. 
kenesses and mong pictures	Given a series of five pictures of which one differs from the other four, the pupil will underline the picture that is different. Accuracy level is 100%.	Draw a line under the picture that is not like the others. 
ver and upper of the alphabet:	Given two sets of cards containing the lower and upper case letters A-F, the pupil matches the lower case letters with their upper case counterparts. Accuracy level 100%	Give the pupil two sets of cards, one of which contains the lower case forms of the letters a-f and the other containing the upper case forms o the letters A-F. Present them in scrambled order. Ask the pupil to match the lower case forms of the letters with their upper case count parts.

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Sample
1210 Recognizing lower and upper case forms of the alphabet: (Aa-Ff)	Given the letters A-F, the pupil will select the proper letter as it is named. Accuracy level 100%	Provide the pupil with cards a-f. Ask him to as it is named. The sa upper case letters A-F
1211 Naming upper and lower case forms of the alphabet: (Aa-Ff)	Given the letters A-F, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	Hold up letters one at case letter cards a-f. the letters as they are is to be done with uppe
1212 Matching lower and upper case forms of the alphabet: (Gg-Ll)	Given two sets of cards containing the lower and upper case letters G-L, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters
1213 Recognizing lower and upper case forms of the alphabet: (Gg-Ll)	Given letters G-L of the alphabet, the pupil will select the proper letter as it is named. Accuracy level 100%.	See 1209. Use letters

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on	Criterion Referenced Items	Sample Test Items
er and s of the f)	Given the letters A-F, the pupil will select the proper letter as it is named. Accuracy level 100%	Provide the pupil with a set of lower case letter cards a-f. Ask him to choose the correct letter as it is named. The same is to be done with upper case letters A-F.
nd lower he alphabet:	Given the letters A-F, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	Hold up letters one at a time from a set of lower case letter cards a-f. Ask the pupil to name the letters as they are shown to him. The same is to be done with upper case letters A-F.
and upper he alphabet:	Given two sets of cards containing the lower and upper case letters G-L, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters g-l, G-L.
er and ns of the l)	Given letters G-L of the alphabet, the pupil will select the proper letter as it is named. Accuracy level 100%.	See 1209. Use letters g-l, G-L.

PR-R-16
Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Samp
1214 Naming upper and lower case forms of the alphabet: (Gg-Ll)	Given the letters G-L, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	See 1210. Use lett
1215 Matching upper and lower case forms of the alphabet: (Mm-Rr)	Given two sets of cards containing the upper and lower case letters M-R, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use lett
1216 Recognizing upper and lower case forms of the alphabet: (Mm-Rr)	Given the letters M-R, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use lett
1217 Naming upper and lower case forms of the alphabet: (Mm-Rr)	Given letters M-R, one at a time in random sequence, the pupil will name each letter presented. Accuracy level: 100%	See 1210. Use lett

tinued)

iption	Criterion Referenced Items	Sample Test Items
r and lower of the alphabet:	Given the letters G-L, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	See 1210. Use letters g-l, G-L.
per and lower of the alphabet:	Given two sets of cards containing the upper and lower case letters M-R, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters m-r, M-R.
upper and forms of the m-Rr)	Given the letters M-R, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use letters m-r, M-R.
r and lower of the alphabet:	Given letters M-R, one at a time in random sequence, the pupil will name each letter presented. Accuracy level: 100%	See 1210. Use letters m-r, M-R.

	Skill Description	Criterion Referenced Items	Sample T
1218	Matching upper and lower case forms of the alphabet: (Ss-Zz)	Given two sets of cards containing the upper and lower case letters S-Z, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters s-
1219	Recognizing upper and lower case forms of the alphabet: (Ss-Zz)	Given the letters S-Z, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use letters s-
1220	Naming upper and lower case forms of the alphabet: (Ss-Zz)	Given the letters S-Z, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	See 1210. Use letters s-
1221	Selecting lower and upper case forms of letters when presented.	Given five series of letters in either their lower or upper case forms, the pupil will circle the two letters in each series that have the same name. Accuracy level 100%	Call attention to each row the pupils to circle the tw same name. a m f M m n v w M B b d C O G

n	Criterion Referenced Items	Sample Test Items
and lower e alphabet:	Given two sets of cards containing the upper and lower case letters S-Z, the pupil will match the lower case letters with their upper case counterparts. Accuracy level 100%	See 1208. Use letters s-z, S-Z.
er and s of the)	Given the letters S-Z, the pupil will select the proper letter as it is named. Accuracy level 100%	See 1209. Use letters s-z, S-Z.
d lower e alphabet:	Given the letters S-Z, one at a time in random sequence, the pupil will name each letter presented. Accuracy level 100%	See 1210. Use letters s-z, S-Z.
and upper tters when	Given five series of letters in either their lower or upper case forms, the pupil will circle the two letters in each series that have the same name. Accuracy level 100%	Call attention to each row of letters. Instruct the pupils to circle the two letters that have the same name. a m f A b M m n H u v w M W n B b d r g C O G p o

Skill Description	Criterion Referenced Items	Sampl
1222 Distinguishing between letters grossly different in shape and configuration: lower case	Given five pairs of lower case le letters grossly different in shape and configuration, the pupil will circle the letter named. Accuracy level 100%	Call attention to each the pupils to: "Look at the sets of l around the letter nam c-w p-v e-f
1223 Distinguishing between letters grossly different in shape and configuration: upper case	Given five pairs of upper case letters grossly different in shape and configuration, the pupil will circle the letter called out. Accuracy level 100%	Ask the pupils to: "Look at the set of le around the letter nam A-S T-W P-
1224 Selecting the lower case letter different in configuration	Given a series of five lower case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%	Instruct the pupils to "Look at each set of the letter in each set ocooo mnnn

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ption	Criterion Referenced Items	Sample Test Items
g between ly different in nfiguration:	Given five pairs of lower case le letters grossly different in shape and configuration, the pupil will circle the letter named. Accuracy level 100%	Call attention to each row of letters. Instruct the pupils to: "Look at the sets of letters. Draw a circle around the letter named in each set." c-w p-v e-f h-i r-x
g between ly different in nfiguration:	Given five pairs of upper case letters grossly different in shape and configuration, the pupil will circle the letter called out. Accuracy level 100%	Ask the pupils to: "Look at the set of letters. Draw a circle around the letter named in each set." A-S T-W P-U X-O Y-C
lower case ent in configura-	Given a series of five lower case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%	Instruct the pupils to: "Look at each set of letters. Draw a line under the letter in each set that is not like the others. ocooo bbdbb wwwvw mnnn ggggq

Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Sample T
1225 Selecting the upper case letter different in configuration	Given a series of five upper case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%	Instruct the pupils to: "Look at each set of lett the letter in each set tha RRPRR FE GGGCG

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ion	Criterion Referenced Items	Sample Test Items
pper case t in configura	Given a series of five upper case letters, one of which differs from the other four in configuration, the pupil will underline the unlike letter. Accuracy level 100%	Instruct the pupils to: "Look at each set of letters. Draw a line under the letter in each set that is not like the others. RRPRR FEEEE OQOOO GGGCG WWWWM

General Objective

1300 Auditory Concept Development

Given concentrated instruction in auditory development by the first grade, each student will demonstrate his understanding of auditory discrimination in conditions of sound, similar sounding words, concept of rhyme and initial consonant sounds by completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy

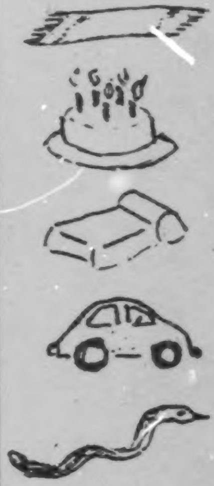
Skill Description	Criterion Referenced Items	Sampl
1301 Auditorily discriminating conditions of sound	Given various sounds, the pupil will discriminate between soft, loud, high, low.	Make two sounds, o (Clap hands, stomp Ask the pupil to tell which is soft. Make two sounds, on (Use a pitch pipe, si record with sounds a Ask the pupil to tell which is low.
1302 Auditorily discriminating between similar sounding words	Given a series of five sets of words similar in sound, the pupil will determine whether each pair of words is the same or different.	Instruct the pupil 'to words and tell if the hat pen rug sat bear

General Objective

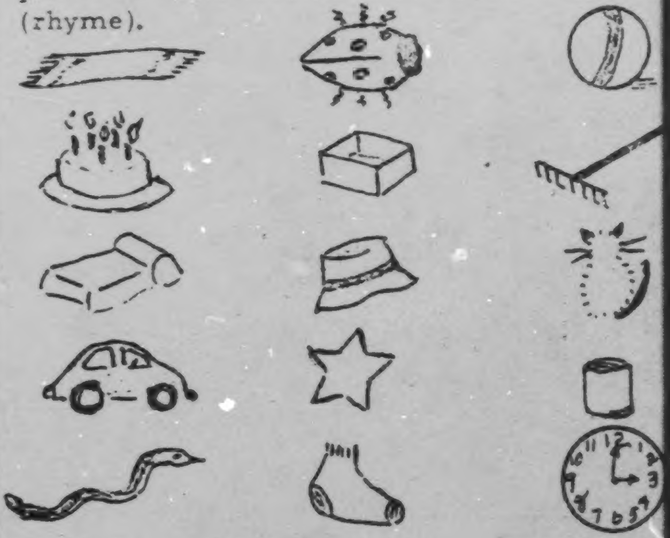
1300 Auditory Concept Development

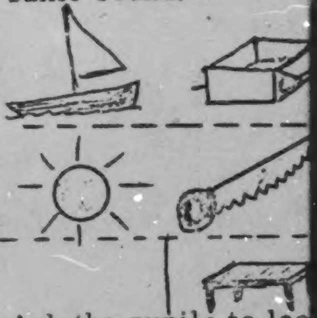
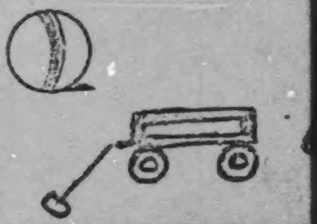
Given concentrated instruction in auditory development by the first grade, each student will demonstrate his understanding of auditory discrimination in conditions of sound, similar sounding words, concept of rhyme and initial consonant sounds by completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

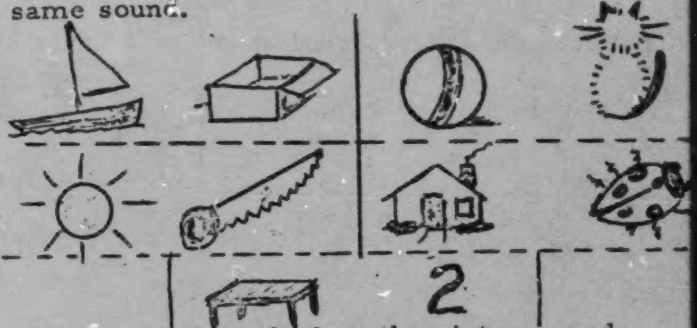
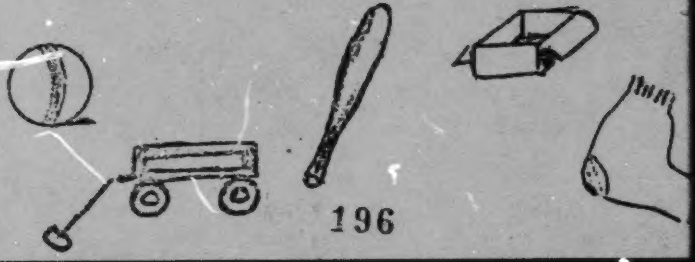
	Criterion Referenced Items	Sample Test Items
ninating d	Given various sounds, the pupil will discriminate between soft, loud, high, low.	Make two sounds, one loud, one soft. (Clap hands, stomp feet, hit desk.) Ask the pupil to tell which sound is loud and which is soft. Make two sounds, one high, one low. (Use a pitch pipe, sing, or whistle, play record with sounds already produced.) Ask the pupil to tell which sound is high and which is low.
ninating ounding	Given a series of five sets of words similar in sound, the pupil will determine whether each pair of words is the same or different.	Instruct the pupil to listen to the pairs of words and tell if they are alike or not alike. hat - hit pen - hen rug - rug sat - sag bear - bear

Skill Description	Criterion Referenced Items	Sam
1303 Identifying pictures whose names have the same ending sound	Given five rows of pictures in trios, the pupil underlines the two pictures whose names rhyme. Accuracy level is 80% (4 of 5 correct).	Instruct the pupil t pictures whose nar (rhyme). 
1304 Developing the concept of rhyme	Given series of three words orally, two of which rhyme, the pupil will repeat the rhyming words. Accuracy level is 100%.	Tell the pupil to li the two words that (rhyme). ran, fa rock, s toe, su bee, tw get red,
1305 Identifying words that have the same ending sound(rhyme)	Given oral presentation of a list of five familiar words, the pupil says a word that rhymes with each word dictated. Accuracy level is 100%.	Instruct the pupil t Tell me a word tha end) with the word

nued)

ion	Criterion Referenced Items	Sample Test Items
ures whose same end-	Given five rows of pictures in trios, the pupil underlines the two pictures whose names rhyme. Accuracy level is 80% (4 of 5 correct).	Instruct the pupil to draw a line under the t pictures whose names sound alike at the en (rhyme). 
concept of	Given series of three words orally, two of which rhyme, the pupil will repeat the rhyming words. Accuracy level is 100%.	Tell the pupil to listen to the words. Tell the two words that sound alike at the end (rhyme). ran, fat, man rock, sock, tack toe, sun, gun bee, two, tree get red, bed
ds that have sound(rhyme)	Given oral presentation of a list of five familiar words, the pupil says a word that rhymes with each word dictated. Accuracy level is 100%.	Instruct the pupil to listen to the word I say Tell me a word that rhymes(sounds alike at end) with the word you hear. man fit hen sun cake

Skill Description	Criterion Referenced Items	Sampl
1306 Recognizing initial consonant sounds from words presented orally	Given oral presentation of five pairs of words, the pupil identifies the pairs which begin with the same sound and those beginning with different sounds by saying "same" or "different". Accuracy level is 100%.	Instruct the pupil to If the words begin (s say "same". house, two, fo cat, ca pony, p see, ta
1307 Recognizing initial consonant sounds from visual presentation	Shown five pairs of two pictures, the pupil tells which begin with the same sound and which begin with different sounds by saying "same" or "different". Accuracy level is 100%.	Ask pupils to look at them to say the nam which pictures begin sound and which pict same sound. 
1308 Discriminating initial consonant sounds (pictures)	Given five objects or pictures, the pupil selects all those which begin with the same sound. Accuracy level is 100%.	Ask the pupils to loo name them. Find th begin with the same 

d)	Criterion Referenced Items	Sample Test Items
l conse- words	Given oral presentation of five pairs of words, the pupil identifies the pairs which begin with the same sound and those beginning with different sounds by saying "same" or "different". Accuracy level is 100%.	Instruct the pupil to listen to each word pair. If the words begin (start) with the same sound, say "same". house, here two, four cat, car pony, pot see, take
l conso- visual	Shown five pairs of two pictures, the pupil tells which begin with the same sound and which begin with different sounds by saying "same" or "different". Accuracy level is 100%.	Ask pupils to look at the pictures. Instruct them to say the names of the pictures. Tell which pictures begin (start) with the same sound and which pictures do not start with the same sound. 
itial pictures)	Given five objects or pictures, the pupil selects all those which begin with the same sound. Accuracy level is 100%.	Ask the pupils to look at the pictures and name them. Find the pictures whose names begin with the same sound. 

Skill Description	Criterion Referenced Items	Sam
1309 Identifying initial consonant sounds (letters b, m, f, t, p)	Given the letter sounds (b), (m), (f), (t), (p), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sound the pupil to say a w letter sound. b,
1310 Identifying initial consonant sounds (letters r, d, s, c, h)	Given the letter sounds (r), (d), (s), (c) and (h), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sound the pupil to say a w letter sound. r,
1311 Identifying initial consonant sounds (letters l, n, w, g, v, j)	Given the letter sounds (l), (n), (w), (g), (v), (j), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sound the pupil to say a w letter sound. l,

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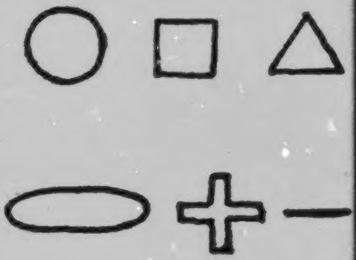
on	Criterion Referenced Items	Sample Test Items
al conso- tters b, m,	Given the letter sounds (b), (m), (f), (t), (p), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sounds are given one at a time, the pupil to say a word that begins with each letter sound. b, m, f, t, p
al consonant r, d, s, c,	Given the letter sounds (r), (d), (s), (c) and (h), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sounds are given one at a time, the pupil to say a word that begins with each letter sound. r, d, s, c, h
al consonant l, n, w, g,	Given the letter sounds (l), (n), (w), (g), (v), (j), the pupil orally produces a word which begins with each letter sound. Accuracy level is 100%.	As the letter sounds are given one at a time, the pupil to say a word that begins with each letter sound. l, n, w, g, v, j

PERCEPTION SKILLS

General Objective

2100 Perceptual Skill Development

Given concentrated instruction in perceptual skill development, by the end of the second grade each student will auditorily and visually differentiate between directions and among colors, sizes, shapes, and sounds by completing each criterion-referenced item in each area with at least 80% accuracy.

Skill Description	Criterion Referenced Items	Sample Te
2101 Naming basic forms: squares, triangles, rectangles, circles, ellipses, crosses, diamonds, and lines	Given the basic forms and line segments at random, the pupil will name each as it is presented. Accuracy level is 8 of 10 (80%).	Ask pupil to: Name each basic form. 

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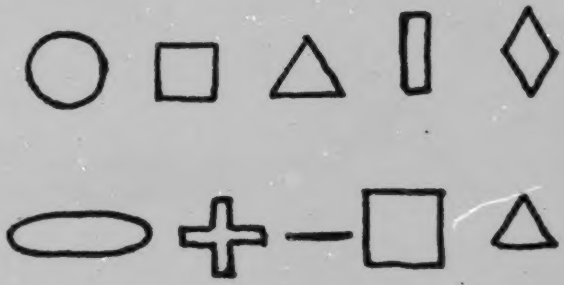
PERCEPTION SKILLS

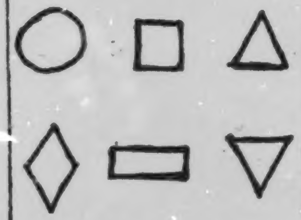
General Objective

2100 Perceptual Skill Development

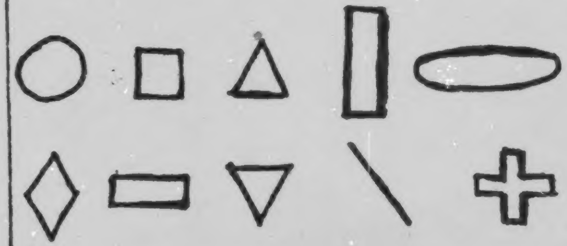
Given concentrated instruction in perceptual skill development, by the end of the second grade each student will auditorily and visually differentiate between directions and among colors, sizes, shapes, and sounds by completing each criterion-referenced item in each area with at least 80% accuracy.

Criterion Referenced Items	Sample Test Items
Given the basic forms and line segments at random, the pupil will name each as it is presented. Accuracy level is 8 of 10 (80%).	Ask pupil to: Name each basic form. 

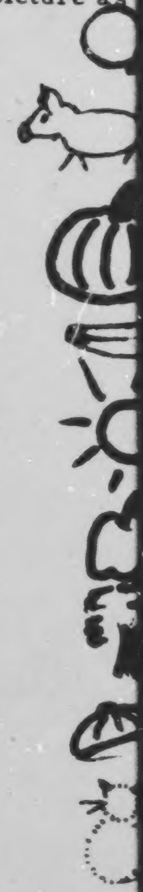
PS-2
Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sample T
2102 Matching descriptions to forms: squares, triangles, rectangles, circles, ellipses, crosses, diamonds and lines	Give a series of figures including the basic forms, the pupil is expected to select appropriately the shape described. Accuracy level is 100%.	Place these basic fo square, triangle, ci cross, diamond, lin Instruct pupil to pic 1. A shape with fou 2. A shape with fou equal. 3. Three sided obj 4. Round object. 5. Four diagonal li
2103 Reproduce basic forms: a square, a triangle, a rectangle, a circle, an ellipse, a cross, a diamond and a diagonal line	Given a series of objects representing shapes and lines the pupil is expected to reproduce each shape and line giving each its proper number of sides and shape. Accuracy level is 8 of 10 (80%).	Place each shape be to reproduce each sl 
2104 Naming the nine colors: red, blue, yellow, green, orange, brown, purple, black, white	Given a series of colored objects the pupil is expected to name orally the color of the object. Accuracy level 100%	Present objects or p a specific color. A color of each object

ntinued)

ion	Criterion Referenced Items	Sample Test Items
iptions to s, triangles, cles, es, ines	Give a series of figures including the basic forms, the pupil is expected to select appropriately the shape described. Accuracy level is 100%.	Place these basic forms in front of the pupil: square, triangle, circle, rectangle, ellipse, cross, diamond, line. Instruct pupil to pick out: 1. A shape with four equal sides. 2. A shape with four sides; opposite sides ar equal. 3. Three sided object meeting in points. 4. Round object. 5. Four diagonal lines meeting in points.
c forms: a gle, a rec- e, an ellipse, mond and a	Given a series of objects representing shapes and lines the pupil is expected to reproduce each shape and line giving each its proper number of sides and shape. Accuracy level is 8 of 10 (80%).	Place each shape before the pupil. Instruct hi to reproduce each shape and line. 
e colors: ow, green, purple,	Given a series of colored objects the pupil is expected to name orally the color of the object. Accuracy level 100%	Present objects or pictures each representing a specific color. Ask the pupil to identify the color of each object or picture.

Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
2105 Discriminating between the nine basic colors: red, blue, yellow, green, orange, brown, purple, black, white	Given a worksheet containing outlines of pictures, the pupil is expected to color each picture appropriately according to direction. Accuracy level is 100%.	Instruct the pupil to: Color each picture a 1. Make the 2. Make the 3. Make the 4. Make the 5. Make the 6. Make the 7. Make the 8. Make the 9. Make the 

(Continued)

ption

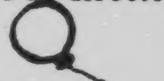
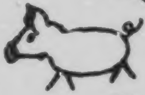
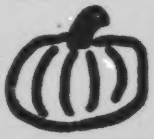
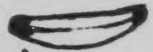
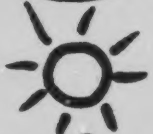
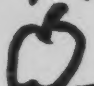
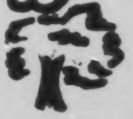
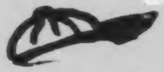
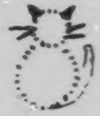
ng between the lors: red, blue, , orange, e, black, white

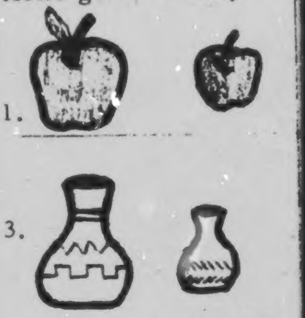
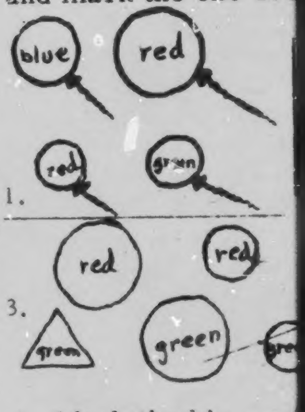
Criterion
Referenced Items

Given a worksheet containing outlines of pictures, the pupil is expected to color each picture appropriately according to direction. Accuracy level is 100%.

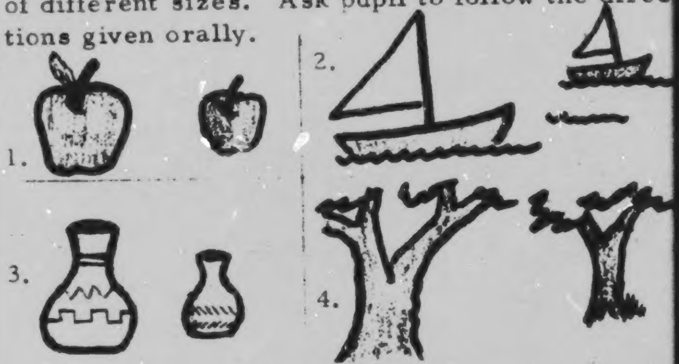
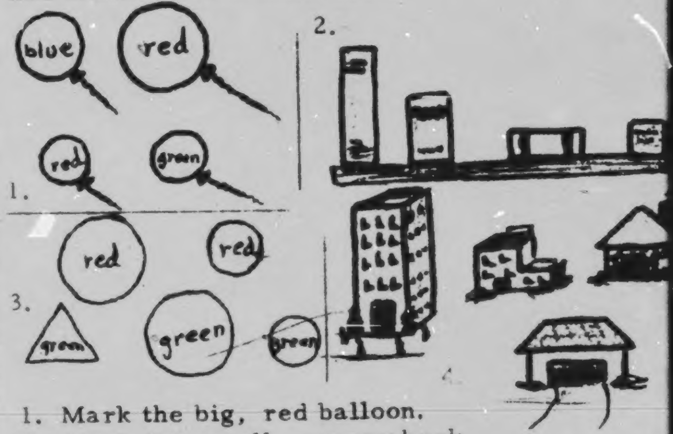
Sample Test Items

Instruct the pupil to:
Color each picture as directed.

1. Make the  purple.
2. Make the  blue.
3. Make the  orange.
4. Make the  green.
5. Make the  yellow.
6. Make the  red.
7. Make the  brown.
8. Make the  black.
9. Make the  white.

Skill Description	Criterion Referenced Items	Sample
2106 Discriminating between sizes of objects: big-little, large-small, tall-short, thick-thin	Given pictures of pairs of objects differing in size, the pupil is expected to mark the appropriate one according to oral descriptions. Accuracy level is 100%.	Give pupil a workshee of different sizes. A tions given orally.  1. Put an X over the 2. Put an X over the 3. Put an X over the 4. Put an X over the
2107 Discriminating between objects varying in size, shape and color	Given sets of objects varying in size, shape and color, the pupil is expected to mark the appropriate one according to direction. Accuracy level is 100%.	Instruct the pupil to and mark the one de  blue red red green 1. red red 3. green green 1. Mark the big, re 2. Mark the small, 3. Mark the little gr 4. Mark the tall bro

(Continued)

ption	Criterion Referenced Items	Sample Test Items
ng between cts: big-little, tall-short,	Given pictures of pairs of objects differing in size, the pupil is expected to mark the appropriate one according to oral descriptions. Accuracy level is 100%.	Give pupil a worksheet containing pairs of objec of different sizes. Ask pupil to follow the direc tions given orally.  1. Put an X over the bigger apple. 2. Put an X over the smaller boat. 3. Put an X over the taller vase. 4. Put an X over the thicker tree trunk.
ing between ing in size, olor	Given sets of objects varying in size, shape and color, the pupil is expected to mark the appropriate one according to direction. Accuracy level is 100%.	Instruct the pupil to look at each set of objects and mark the one described.  blue red red green 1. 2. red red 3. green green green 4. 1. Mark the big, red balloon. 2. Mark the small, square book. 3. Mark the little green circle. 4. Mark the tall brown building.

Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sample T
2108 Recognizing lower and upper case forms of the alphabet	Given lower and upper case forms of the alphabet in random sequence, the pupil is expected to choose the appropriate letter and case as presented to him. Accuracy level is 100%.	Present the upper and l alphabet in a random se pupil to select: 1. the capital B 2. the little e 3. the little h 4. the capital S etc. unt entire alphabet.
2109 Identifying lower and upper case forms of the alphabet	Shown letters of the alphabet one at a time, in random sequence, the pupil will name each letter presented. Accuracy level is 100%.	Ask the pupil to: Name the following lette a R P S t b e g i h n r q O E D c f (etc.)
2110 Matching lower and upper case form of the alphabet	Given five sets of five upper and lower case forms the pupil is expected to name each of the letters and circle the two in each set that have the same name. Accuracy level is 100%.	Instruct the pupil to nam the two that have the sa B f e T a m f A M m n H v W O w C D d G

ntinued)

on	Criterion Referenced Items	Sample Test Items
er and ns of the	Given lower and upper case forms of the alphabet in random sequence, the pupil is expected to choose the appropriate letter and case as presented to him. Accuracy level is 100%.	Present the upper and lower case forms of the alphabet in a random sequence. Instruct the pupil to select: 1. the capital B 2. the little e 3. the little h 4. the capital S etc. until he has completed the entire alphabet.
r and upper he alphabet	Shown letters of the alphabet one at a time, in random sequence, the pupil will name each letter presented. Accuracy level is 100%.	Ask the pupil to: Name the following letters (all 26). a R P S t b e g i l o p A C E d h n r q O E D c f j m k K L N (etc.)
and upper e alphabet	Given five sets of five upper and lower case forms the pupil is expected to name each of the letters and circle the two in each set that have the same name. Accuracy level is 100%.	Instruct the pupil to name each letter and circle the two that have the same name. B f e T F a m f A b M m n H u v W O w r C D d G o

Skill Description	Criterion Referenced Items	Sam
2111 Distinguishing between letters grossly different in shape and configuration	Given five sets of letters different in shape and configuration, the pupil will circle the letter named. Accuracy level is 100%.	Ask pupil to look a the one named. 1) G p m W o 2) t B L R s 3) x a M T g 4) J E h p z 5) n V Q b i
2112 Differentiating between letters similar in configuration	Given five series of letters one of which differs from the other four in configuration, the pupil will circle the odd letter. Accuracy level is 100%.	Instruct the pupil t like the others in e b b b w w m z z n p p p m n m
2113 Identifying words similar in form but easily confused when directionality is not established	Given pairs of words similar in form, the pupil will underline the words dictated to him. Accuracy level is 4 of 5 (80%).	Ask the pupil to und was - there - not - grill - dog -

(Continued)

ription	Criterion Referenced Items	Sample Test Items
ing between sly different in onfiguration	Given five sets of letters different in shape and configuration, the pupil will circle the letter named. Accuracy level is 100%.	Ask pupil to look at each set of letters and cir the one named. 1) G p m W o — 1. P 2) t B L R s — 2. L 3) x a M T g — 3. g 4) J E h p z — 4. J 5) n V Q b i — 5. Q
ing between ilar in configu-	Given five series of letters one of which differs from the other four in configuration, the pupil will circle the odd letter. Accuracy level is 100%.	Instruct the pupil to circle the letter that is no like the others in each set. b b b d b w w m w w z z n z z p p p p g m n m m m
words similar easily confused ionality is not	Given pairs of words similar in form, the pupil will underline the words dictated to him. Accuracy level is 4 of 5 (80%).	Ask the pupil to underline the word named. was - saw there - three not - ton grill - girl dog - god

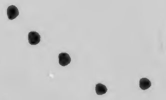
Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sampl
2114 Distinguishing between words similar in form but easily confused when directionality is not established	Given a series of words similar in form and configuration, the pupil is to circle the word in each series that is different from the other words. Accuracy level is 100%.	Instruct the pupil to and circle the one th others in the series. 1. on on no on 2. top pot top to 3. form from fro 4. ship ship ship 5. boy dog boy
2115 Associating objects with sounds they make	Shown a picture of an object and a set of sounds - one of which the object can make, the pupil will associate the sound with the object. Accuracy level is 100%.	Ask pupil to look at to a recording of fa hears a sound that g him to verbally iden dogs bar cats me bells ri birds si whistle
2116 Distinguishing between left and right	After being given a series of experiences in left-and-right orientation, the pupil will demonstrate his knowledge of left and right by participating in a series of L-R exercises. Accuracy level is 100%.	Ask the pupil to list perform the tasks. 1. Raise your right 2. Touch your nose 3. Pull your right e 4. Take two steps to 5. Close your left e

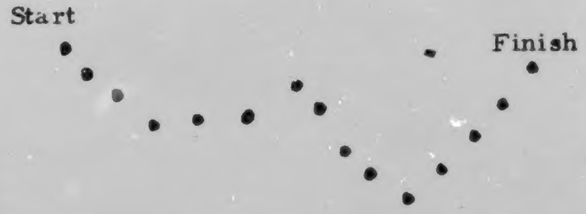
s (Continued)

ription	Criterion Referenced Items	Sample Test Items
ing between ilar in form but fused when direc- not established	Given a series of words similar in form and configuration, the pupil is to circle the word in each series that is different from the other words. Accuracy level is 100%.	Instruct the pupil to look at each series of wo and circle the one that is different from the others in the series. 1. on on no on on 2. top pot top top top 3. form from from from from 4. ship ship ship skip ship 5. boy dog boy boy boy
g objects with y make	Shown a picture of an object and a set of sounds - one of which the object can make, the pupil will associate the sound with the object. Accuracy level is 100%.	Ask pupil to look at the five pictures and liste to a recording of familiar sounds. When he hears a sound that goes with the picture, ask him to verbally identify the sound. dogs barking cats meowing bells ringing birds singing whistle blowing
hing between ght	After being given a series of experiences in left-and-right orientation, the pupil will demonstrate his knowledge of left and right by participating in a series of L-R exercises. Accuracy level is 100%.	Ask the pupil to listen to the directions given perform the tasks. 1. Raise your right foot. 2. Touch your nose with your left hand. 3. Pull your right ear. 4. Take two steps to the left. 5. Close your left eye.

PS-8
Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
2117 Demonstrating ability to progress from left to right on a diagrammatic scheme	Given a dot-to-dot outline which necessitates the pupil progressing from left to right to complete it, the pupil will demonstrate his ability to do so by completing the exercise. Accuracy level is 100%.	Instruct the pupil he makes the roa Start 

kills (Continued)

escription	Criterion Referenced Items	Sample Test Items
trating ability to s from left to right grammatic scheme	Given a dot-to-dot outline which necessitates the pupil progressing from left to right to complete it, the pupil will demonstrate his ability to do so by completing the exercise. Accuracy level is 100%.	Instruct the pupil to move from dot-to-dot u he makes the road. 

PERCEPTION SKILLS

General Objective

2200 Perception of Relationships

Given concentrated instruction in the development of the perception of sequence and of part-whole and sound-symbol relationships, by the end of the third year each student will demonstrate his understanding of such relationships by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

Skill Description	Criterion Referenced Items	San
2201 Determining figure-ground relationships	Given basic shapes superimposed upon one another the pupil demonstrates his ability to see each shape separated by drawing around shapes described. Accuracy level is 8 of 10 (80%).	Instruct pupil to. Draw a red ring a Draw a blue ring a Draw a green ring

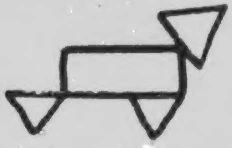
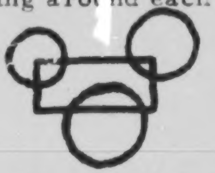
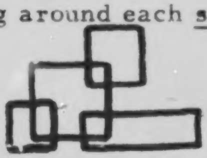
Continued)

PERCEPTION SKILLS

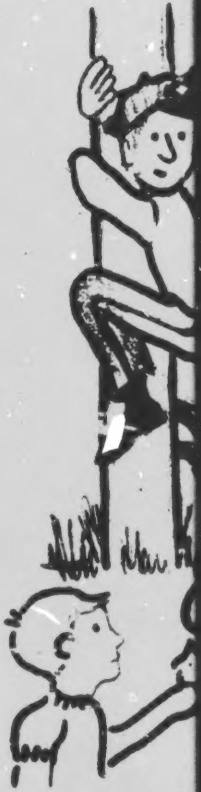
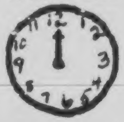
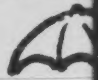
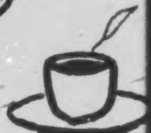
General Objective

2200 Perception of Relationships

Given concentrated instruction in the development of the perception of sequence and of part-whole and sound-symbol relationships, by the end of the third year each student will demonstrate his understanding of such relationships by completing each criterion-referenced item in these areas within a range of 80% to 100% accuracy.

tion	Criterion Referenced Items	Sample Test Items
igure-ground	Given basic shapes superimposed upon one another the pupil demonstrates his ability to see each shape separated by drawing around shapes described. Accuracy level is 8 of 10 (80%).	Instruct pupil to. Draw a red ring around each triangle you see.  Draw a blue ring around each circle you see. 
		Draw a green ring around each square you see. 

PS-10
Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
2202 Discriminating between the whole and each of its parts	Given a composite picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts. Accuracy level is 100%.	Say to the pupil: "What is the pictu in the picture. 
2203 Determining what part is missing from a whole	Given a picture with parts missing, the pupil is expected to identify the missing part. Accuracy level is 4 of 5 (80%).	Find the missing   

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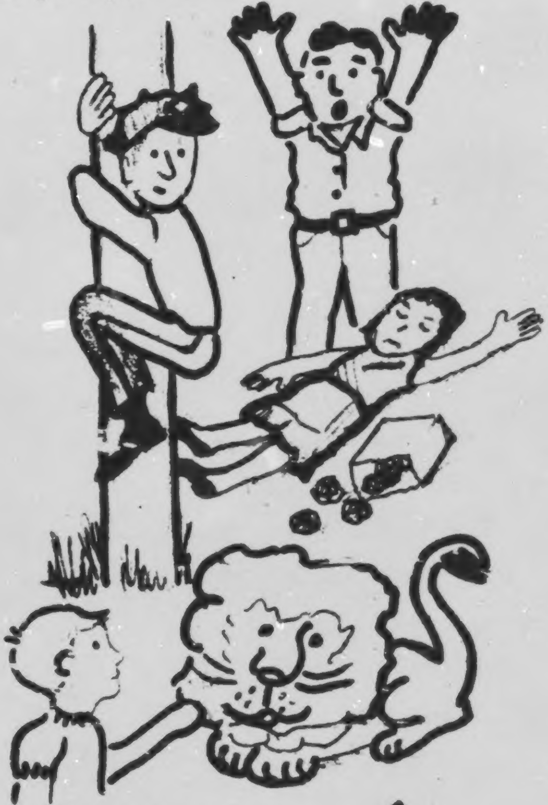
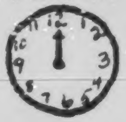
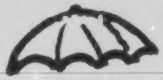
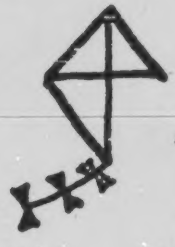
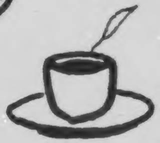
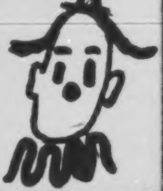
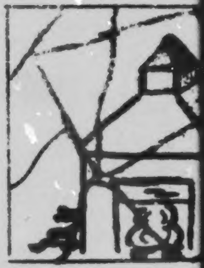
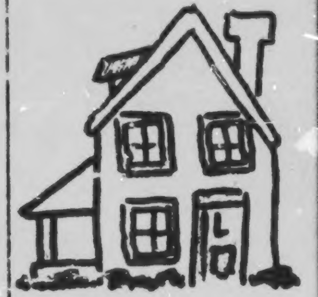
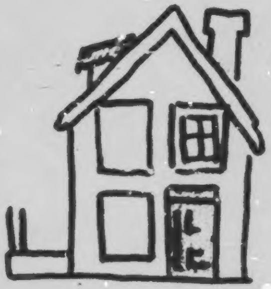
ption	Criterion Referenced Items	Sample Test Items
ng between the ch of its parts	Given a composite picture of a familiar scene, the pupil is expected to describe in one sentence the theme of the picture and identify at least three of its separate parts. Accuracy level is 100%.	Say to the pupil: "What is the picture about?" Name three thing in the picture. 
what part rom a whole	Given a picture with parts missing, the pupil is expected to identify the missing part. Accuracy level is 4 of 5 (80%).	Find the missing part. 

Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sampl
2204 Determining the whole through arranging together its separate parts	Given a puzzle with 17-30 separate pieces, the pupil is expected to arrange the pieces together in such a way as to form a composite picture. 100% accuracy level	Provide a puzzle. A 
2205 Developing picture sequentialization	Given a set of four pictures illustrating the building or development of an object presented in random sequence the pupil is expected to rearrange the pictures in proper sequence from the beginning of the project to its end. Accuracy level 100%	Tell the pupil that the build a house. Ask h pictures in order to  

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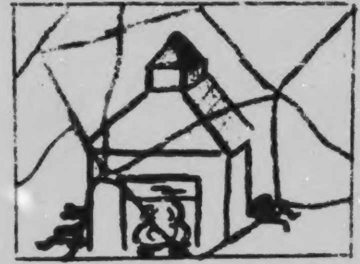
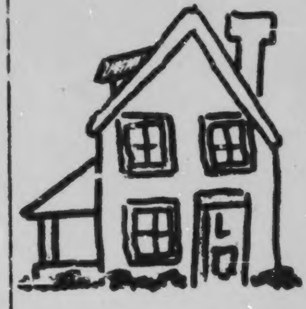
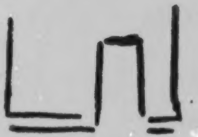
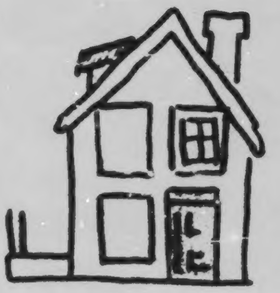
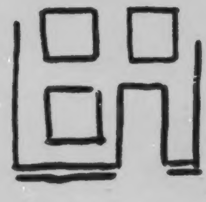
ription	Criterion Referenced Items	Sample Test Items
g the whole anging together e parts	Given a puzzle with 17-30 separate pieces, the pupil is expected to arrange the pieces together in such a way as to form a composite picture. 100% accuracy level	Provide a puzzle. Ask pupil to put it together. 
picture sequen-	Given a set of four pictures illustrating the building or development of an object presented in random sequence the pupil is expected to rearrange the pictures in proper sequence from the beginning of the project to its end. Accuracy level 100%	Tell the pupil that these pictures show how to build a house. Ask him to arrange these four pictures in order to show how the house is buil    

Skill Description	Criterion Referenced Items	
2206 Developing a sense of letter sequence to form words	Given a list of ten familiar words presented in scrambled letter sequence, the pupil is expected to rearrange the letters to form known words. Accuracy level is 8 of 10 (80%)	Ask pupil to lo the scrambled l
2207 Recalling phrases presented visually	Given a set of ten sight phrases presented with flash cards, the pupil will study each phrase for 15 seconds and recall it. Accuracy level is 8 of 10 (80%)	Ask pupil to lo phrases after t 1. did not go 2. with us 3. about it 4. in the room 5. on the floor 6. the little bo 7. the yellow c 8. a big house 9. my mother 10. a new book

kills (Continued)

escription	Criterion Referenced Items	Sample Test Items
ing a sense of equence to form	Given a list of ten familiar words presented in scrambled letter sequence, the pupil is expected to rearrange the letters to form known words. Accuracy level is 8 of 10 (80%)	Ask pupil to look at each word and rearran the scrambled letters to make known word ta rna meoc lbal kolo ylap erohtm tno gte eht
ng phrases pre- visually	Given a set of ten sight phrases presented with flash cards, the pupil will study each phrase for 15 seconds and recall it. Accuracy level is 8 of 10 (80%)	Ask pupil to look at each phrase then recal phrases after the phrase cards are remov 1. did not go 2. with us 3. about it 4. in the room 5. on the floor 6. the little boy 7. the yellow cat 8. a big house 9. my mother 10. a new book

Perception Skills (Continued

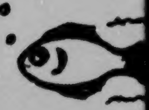
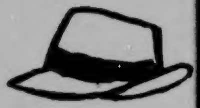
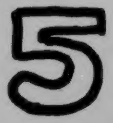
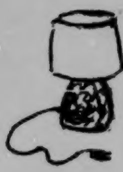
Skill Description	Referenced Items	Sam
2208 Arranging words into simple sentences	Given a series of words, the pupil will rearrange the words in each row to form sentences. Accuracy level is 4 of 5 (80%).	Ask pupil to look at arrange them to ma 1. play children 2. Blacky name 3. pond swim i 4. red my new 5. book blue des
2209 Developing awareness of phrases and their relationship to sentences	Given a series of ten sight phrases, the pupil will join a phrase from Column A with a phrase from Column B to form five complete sentences. Accuracy level is 4 of 5 (80%).	Instruct the pupil to A with a phrase fro complete sentence. A Ben is A squirrel A farmer lives The bird is sitting Fish swim
2210 Auditorily distinguishing between words similar in sound and form	Given a series of ten sets of words similar in sound, the pupil will determine whether each pair of words is the same or different. Accuracy level 80% (4 out of 5)	Ask the pupil to list read. He is to tell called are the same 1. want-went 2. come-come 3. house-horse 4. took-look 5. yes-yes

s (Continued

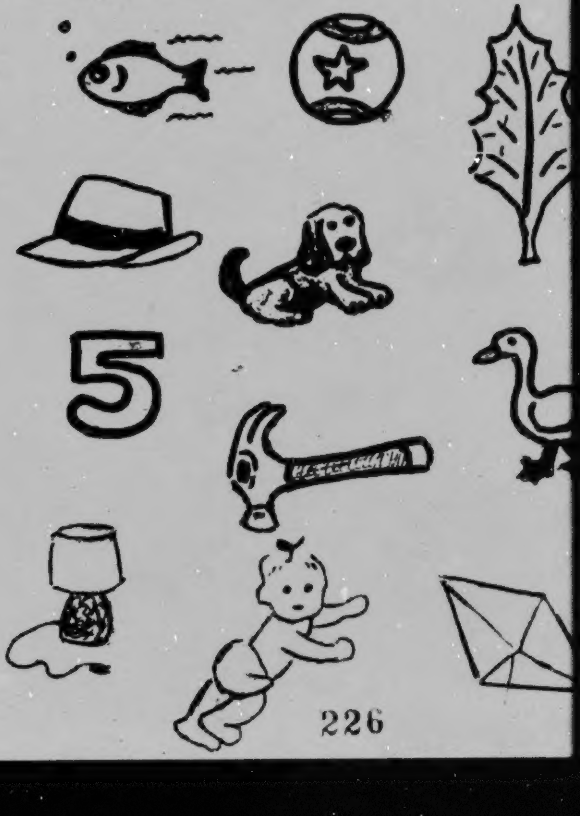
ription	Referenced Items	Sample Test Items
words into tences	Given a series of words, the pupil will rearrange the words in each row to form sentences. Accuracy level is 4 of 5 (80%).	Ask pupil to look at each row of words and rearrange them to make a sentence. 1. play children like to. 2. Blacky name dog's the is. 3. pond swim in ducks the. 4. red my new dress is. 5. book blue desk is my the in.
awareness of d their relation- tences	Given a series of ten sight phrases, the pupil will join a phrase from Column A with a phrase from Column B to form five complete sentences. Accuracy level is 4 of 5 (80%).	Instruct the pupil to join a phrase from Colum A with a phrase from Column B to make a complete sentence. A Ben is A squirrel A farmer lives The bird is sitting Fish swim B on a farm. on her nest. a little boy. in a pond. hides nuts. above the clouds. Ann's sister.
distinguishing rds similar in orm	Given a series of ten sets of words similar in sound, the pupil will determine whether each pair of words is the same or different. Accuracy level 80% (4 out of 5)	Ask the pupil to listen as each pair of words i read. He is to tell whether the two words called are the same or different. 1. want-went 2. come-come 3. house-horse 4. took-look 5. yes-yes 6. some-same 7. like-like 8. clown-brown 9. mad-made 10. there-there

PS-14

Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
2211 Auditorily identifying the initial sounds of words	As the pupil listens to words dictated he writes down the symbol that stands for the initial sound of each word. Accuracy level is 100%.	Ask the pupil to v sound heard in th 1. boy 2. fast 3. go 4. saw 5. man
2212 Visually identifying words beginning with the same sound	Given a series of pictures of familiar objects, the pupil is expected to match two pictures beginning with the same sounds thus identifying five pairs of words. Accuracy level is 100%.	Ask the pupil to according to the    

ills (Continued)

escription	Criterion Referenced Items	Sample Test Items
ly identifying the ounds of words	As the pupil listens to words dictated he writes down the symbol that stands for the initial sound of each word. Accuracy level is 100%.	Ask the pupil to write the letter for the init sound heard in the following words. 1. boy 2. fast 3. go 4. saw 5. man 6. ring 7. pet 8. valentine 9. yes 10. zoo
identifying words ng with the same	Given a series of pictures of familiar objects, the pupil is expected to match two pictures beginning with the same sounds thus identifying five pairs of words. Accuracy level is 100%.	Ask the pupil to match the pictures in pair according to the same initial sound. 

Perception Skills (Continued)

Skill Description	Criterion Referenced Items	Sample Te
2213 Auditorily identifying words that have the same ending sound	As the pupil listens to a group of words dictated, he verbalizes a word that rhymes with each word dictated. Accuracy level is 100%.	Ask the pupil to listen to give a word that rhymes 1. bat ____at 6. 2. hit ____it 7. 3. bun ____un 8. 4. pet ____et 9. 5. pot ____ot 10.
2214 Visually identifying words that have the same ending sound	Given five rows of words in trios, the pupil underlines the two that rhyme. Accuracy level is 100%.	Instruct pupils to: Underline the two words 1. pill hill 2. run can 3. fat sat 4. pit pet 5. hot hit
2215 Identifying rhyming words that do not have the same phonogram	Given five sets of words in trios two of which rhyme, the pupil will underline the rhyming words in each trio. Accuracy level is 4 of 5(80%).	Ask pupil to look at each underline the two that 1. here year pull 2. gate made eight 3. wrote bite right 4. pale sail play 5. blew too go

tinued)

n	Criterion Referenced Items	Sample Test Items
ying words e ending	As the pupil listens to a group of words dictated, he verbalizes a word that rhymes with each word dictated. Accuracy level is 100%.	Ask the pupil to listen to the word called then give a word that rhymes with the word called. 1. bat ____at 6. cake ____ake 2. hit ____it 7. sight ____ight 3. bun ____un 8. nut ____ut 4. pet ____et 9. win ____in 5. pot ____ot 10. boat ____oat
ing words e ending	Given five rows of words in trios, the pupil underlines the two that rhyme. Accuracy level is 100%.	Instruct pupils to: Underline the two words that rhyme in each set. 1. pill hill here 2. run can sun 3. fat sat met 4. pit pet met 5. hot hit pot
ing words the same	Given five sets of words in trios two of which rhyme, the pupil will underline the rhyming words in each trio. Accuracy level is 4 of 5(80%).	Ask pupil to look at each trio of words and underline the two that rhyme. 1. here year pull 2. gate made eight 3. wrote bite right 4. pale sail play 5. blew too go

PRE READING

General Objectives

PR-C 1400 Language Development

Given concentrated instruction in language development by the end of the first level, each student will demonstrate his ability to follow verbal directions, perceive sequential order, classify, recognize symbol-sign concepts, and name simple antonyms completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

Skill Description	Criterion Referenced Items	Sample Te
1401 Following verbal directions	Given orally a series of specific directions the pupil will respond by carrying out the directions. Accuracy level 100%	Ask the pupil to listen and as it is given: 1. Stand beside the chair. 2. Sit in the chair. 3. Go to the door and open 4. Close the door and com 5. Sit down, cross your le

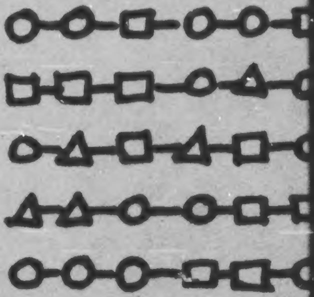
PRE READING

General Objectives

PR-C 1400 Language Development

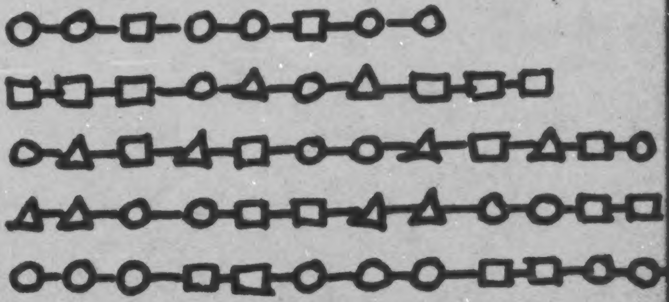
Given concentrated instruction in language development by the end of the first level, each student will demonstrate his ability to follow verbal directions, perceive sequential order, classify, recognize symbol-sign concepts, and name simple antonyms completing all criterion-referenced items in these areas within a range of 80% to 100% accuracy.

Criterion Referenced Items	Sample Test Items
Given orally a series of specific directions the pupil will respond by carrying out the directions. Accuracy level 100%	Ask the pupil to listen and follow each direction as it is given: 1. Stand beside the chair. 2. Sit in the chair. 3. Go to the door and open it. 4. Close the door and come back to the chair. 5. Sit down, cross your legs and close your eyes.

Skill Description	Criterion Referenced Items	Sample
1402 Copying a bead pattern presented visually	Given a string and beads of various shapes and colors the pupil will copy five patterns strung by the tester. Accuracy level 4 of 5 (80%)	Have beads of variou string these patterns. 
*1403 Making and extending a pattern given verbal directions with no model	Given a variety of colors, shapes, and sizes of beads, the pupil will demonstrate his ability to follow verbally by stringing beads into the pattern verbalized. Accuracy level 4 of 5 (80%)	Give the child a vari sizes of beads. Give tions: 1. String two round rounded, one gre red beads. 2. String three purpl round, one purple one purple diamon beads. 3. String one round one green square, green square, tw angular, one blue angular, one gre bead.

*Pupils must be able to identify shapes before attempting this skill.

tinued)

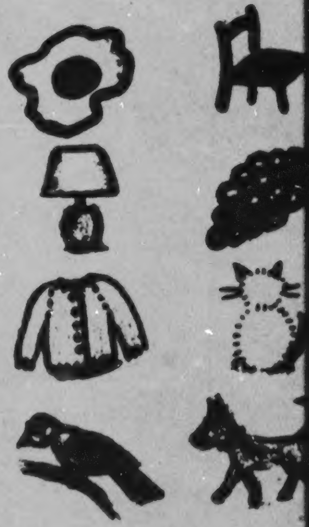
iption	Criterion Referenced Items	Sample Test Items
ad pattern sually	Given a string and beads of various shapes and colors the pupil will copy five patterns strung by the tester. Accuracy level 4 of 5 (80%)	Have beads of various shapes and colors and string these patterns. 
extending a n verbal direc- o model	Given a variety of colors, shapes, and sizes of beads, the pupil will demonstrate his ability to follow verbally by stringing beads into the pattern verbalized. Accuracy level 4 of 5 (80%)	Give the child a variety of colors, shapes and sizes of beads. Give orally the following dire tions: 1. String two round red; one green square; tw rounded, one green square and two round red beads. 2. String three purple rectangular, one yellow round, one purple diamond, one yellow rou one purple diamond, three yellow rectangul beads. 3. String one round red, one blue triangular, one green square, one yellow triangular, o green square, two brown round, one red tr angular, one blue square, one yellow triangular, one green square, one round red bead.

ble to identify shapes before attempting this skill.

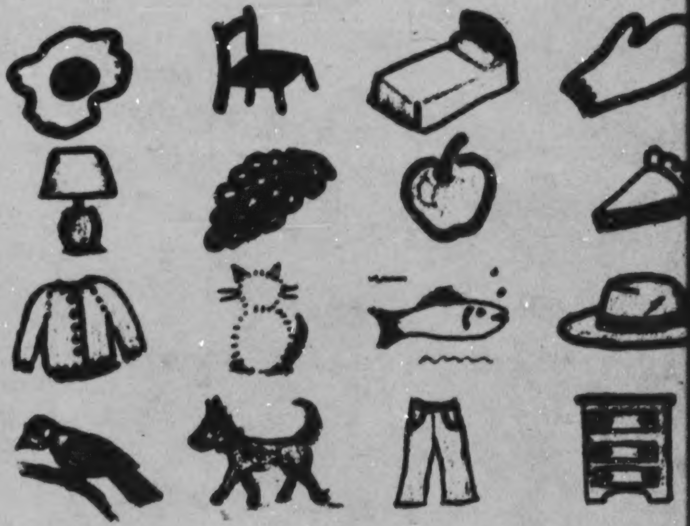
Pre Reading (Continued)

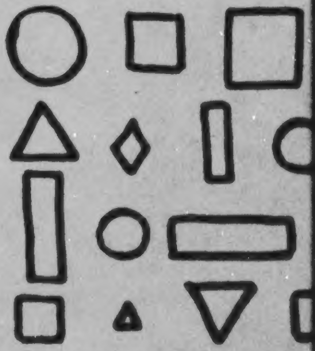
Skill Description	Criterion Referenced Items	Sample T
1404 Recalling sequential order of numbers given verbally	Given a series of numbers the pupil will verbally repeat each series in its correct sequence. Accuracy level is 4 of 5 (80%)	Ask the child to repeat following sequences. a) 1, 3, 5, 7 b) 2, 4, 6, 8 c) 5, 3, 1, 9, 7 d) 6, 4, 2, 3, 8 e) 5, 9, 6, 8, 2, 1
1405 Recalling simple rhymes	After listening to simple rhymes presented orally, the pupil will repeat each rhyme. Accuracy level 100%	1. Take the broom and sweep the room. 2. Go to bed my sleepy head. 3. I love to look at a picture book. 4. The big black cat sat on Tommy's hat. 5. Run, rabbit, run see the gun.
1406 Recalling the main events of a story in sequential order	After listening to a short story, the pupil will recall five important events in sequential order. Accuracy level is 100% (5 events recalled in order)	Read this story to the p "The baby cub was for food. He walked tow a hole in its trunk. He Something sticky stuck he had found honey. He honey tasted good. He no longer hungry." Ask the pupil to repeat

ion	Criterion Referenced Items	Sample Test Items
ential order en verbally	Given a series of numbers the pupil will verbally repeat each series in its correct sequence. Accuracy level is 4 of 5 (80%)	Ask the child to repeat the numbers in the following sequences. a) 1, 3, 5, 7 b) 2, 4, 6, 8 c) 5, 3, 1, 9, 7 d) 6, 4, 2, 3, 8 e) 5, 9, 6, 8, 2, 1
le rhymes	After listening to simple rhymes presented orally, the pupil will repeat each rhyme. Accuracy level 100%	1. Take the broom and sweep the room. 2. Go to bed my sleepy head. 3. I love to look at a picture book. 4. The big black cat sat on Tommy's hat. 5. Run, rabbit, run see the gun.
nain events equential	After listening to a short story, the pupil will recall five important events in sequential order. Accuracy level is 100% (5 events recalled in order)	Read this story to the pupil: "The baby cub was hungry. He went to look for food. He walked toward a big tree that had a hole in its trunk. He put his paw in the hole. Something sticky stuck to his paw. Sure enough, he had found honey. He licked his paw. The honey tasted good. He ate and ate until he was no longer hungry." Ask the pupil to repeat the story to you.

Skill Description	Criterion Referenced Items	Sample
1407 Naming the days of the week	The pupil is to name the days of the week in logical sequence. Accuracy level is 100%	Say to the pupil: "The Sunday. What are the
1408 Classifying pictures into categories	Given sets of pictures, the pupil will sort each into one of four categories. Accuracy level is 100%	Instruct pupils to: Arrange these picture Food, Clothing, Furn 

ued)

ion	Criterion Referenced Items	Sample Test Items
ys of the	The pupil is to name the days of the week in logical sequence. Accuracy level is 100%	Say to the pupil: "The first day of the week is Sunday. What are the other six days?"
ctures into	Given sets of pictures, the pupil will sort each into one of four categories. Accuracy level is 100%	Instruct pupils to: Arrange these pictures in four categories: Food, Clothing, Furniture, Animals. 

Skill Description	Criterion Referenced Items	Sample
1409 Classifying objects or pictures according to color	Given 15 objects or pictures representing one of five different colors the pupil will classify the pictures into sets according to color. Accuracy level is 100%	Give the pupil 15 objec which represents one o yellow, green, purple. the red objects togethe
1410 Classifying objects or pictures into sets according to shape	Given twenty objects or pictures, the pupil will classify the pictures into sets according to shapes including circles, rectangles, triangles, and diamonds. Accuracy level 100%	Give the pupil twenty o struct the pupil to grou to shape by putting all etc. 

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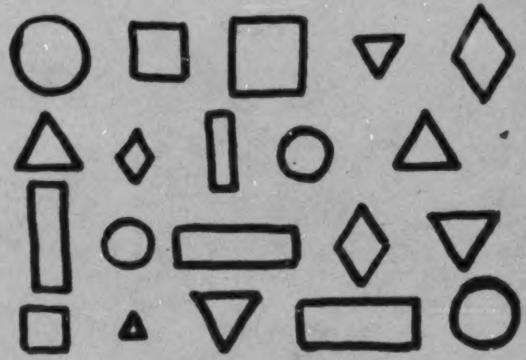
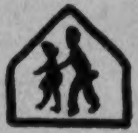
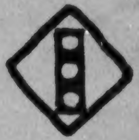
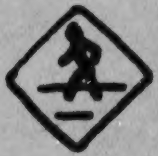
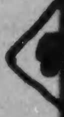
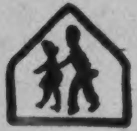
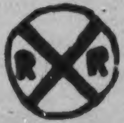
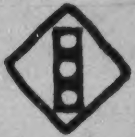
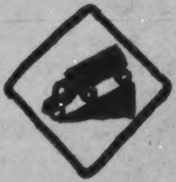
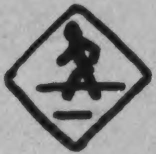
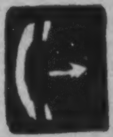
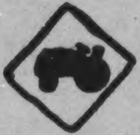
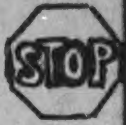
n	Criterion Referenced Items	Sample Test Items
cts or pic- to color	Given 15 objects or pictures representing one of five different colors the pupil will classify the pictures into sets according to color. Accuracy level is 100%	Give the pupil 15 objects of pictures, each of which represents one of five colors: red, blue, yellow, green, purple. Ask the pupil to put all the red objects together, etc.
cts or pic- according	Given twenty objects or pictures, the pupil will classify the pictures into sets according to shapes including circles, rectangles, triangles, and diamonds. Accuracy level 100%	Give the pupil twenty objects or pictures. Instruct the pupil to group each picture according to shape by putting all of the circles together, etc. 

PR-C-6
Pre Reading (Continued)

Skill Description	Criterion Referenced Items	Sam
1411 Identifying printed sign symbols from an oral description.	Given various sign-symbols and an oral description of each, the pupil will select the appropriate sign as it is presented. Accuracy level is 100%	Present the sign-s to point to the one "Which sign tells etc.  
1412 Identifying printed sign-symbols.	Given four signs, the pupil will tell the meaning of each sign. Accuracy level is 100%	Present the sign s meaning of each s  
1413 Recognizing antonyms.	Given five words the pupil is to say a word that means the opposite of the word. Accuracy level is 4 of 5 (80%)	Instruct the pupil that is given him. cold ____ dry ____ slow ____

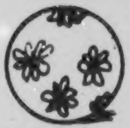
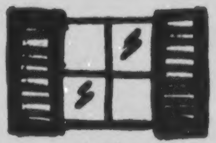
iption	Criterion Referenced Items	Sample Test Items
printed sign m an oral de-	Given various sign-symbols and an oral description of each, the pupil will select the appropriate sign as it is presented. Accuracy level is 100%	Present the sign-symbols to the pupil. Ask to point to the one you describe to him. Say "Which sign tells us a railroad track is nea etc.    
printed sign-	Given four signs, the pupil will tell the meaning of each sign. Accuracy level is 100%	Present the sign symbols the child will tell meaning of each sign.    
antonyms.	Given five words the pupil is to say a word that means the opposite of the word. Accuracy level is 4 of 5 (80%)	Instruct the pupil to tell the opposite of the that is given him. cold ________ day ________ dry ________ up ________ slow ________

3000 COMPREHENSION SKILLS

General Objective

CS 3100 Word Meaning - Vocabulary Development

Given consistent, intensive instruction in word meaning and vocabulary development, the pupil will demonstrate his understanding of words as symbols or concepts singly and in phrases and sentences by competing the criterion-referenced items with a minimum of 80% accuracy.

	Skill Description	Criterion Referenced Items	Sampl
3101	Recognizing oral words throught picture clues	Shown five pictures and given a choice of three words presented orally for each picture the pupil will tell which of the three words names each picture. The pupil will recognize the correct word in 4 of 5 trials. Accuracy level: 80%	Present five pictu As the pupil exam to listen to the thr Ask him to tell yo goes with the pict 1.  bench ball dog 2. 4.  hat window cow

3000 COMPREHENSION SKILLS

General Objective

CS 3100 Word Meaning - Vocabulary Development

Given consistent, intensive instruction in word meaning and vocabulary development, the pupil will demonstrate his understanding of words as symbols or concepts singly and in phrases and sentences by competing the criterion-referenced items with a minimum of 80% accuracy.

ption

oral words

cture clues

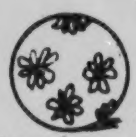
Criterion Referenced Items

Shown five pictures and given a choice of three words presented orally for each picture the pupil will tell which of the three words names each picture. The pupil will recognize the correct word in 4 of 5 trials. Accuracy level: 80%

Sample Test Items

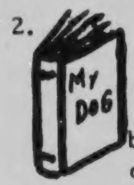
Present five picture one at a time. As the pupil examines the picture ask him to listen to the three words that you read. Ask him to tell you which of the three word goes with the picture.

1.



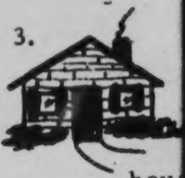
bench
ball
dog

2.



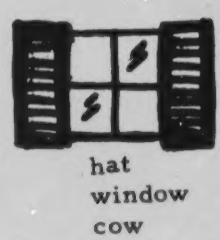
book
door
hat

3.



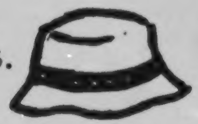
hou
tre
fenc

4.



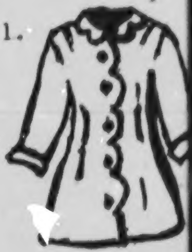
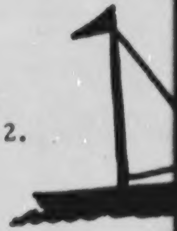
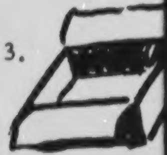
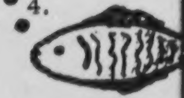
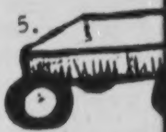
hat
window
cow

5.

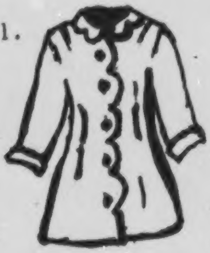
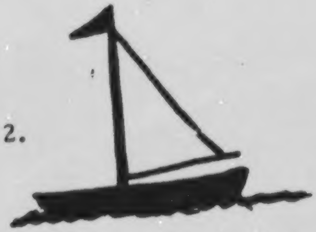
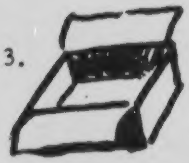
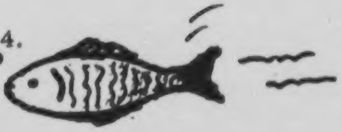
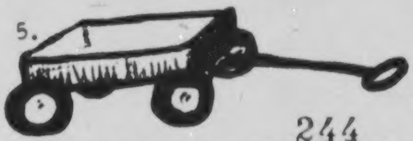


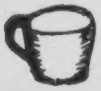
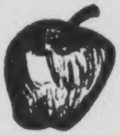
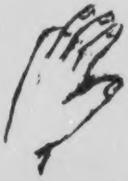
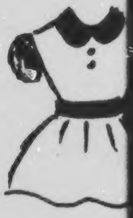
bag
hat
farm

CS-2
Comprehension Skills (Continued)

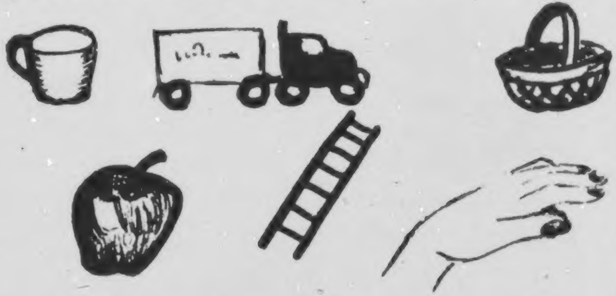
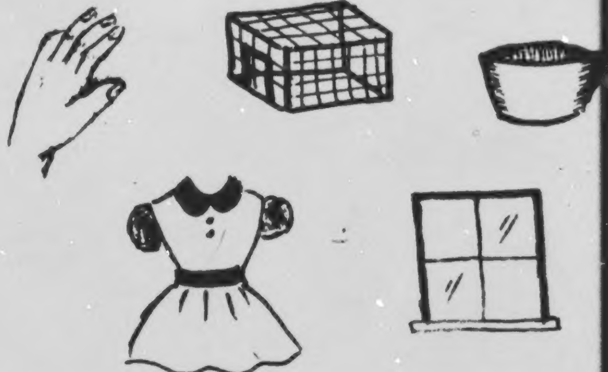
	Skill Description	Criterion Referenced Items	Sam
3102	Recognizing written words through picture clues	Shown five pictures and given a choice of three written words for each picture the pupil will underline the word that matches each picture. The pupil must correclty complete 4 of the 5 exercises. (Accuracy level 80%)	Study each pic beside it. Dr to the word wh 1.  2.  3.  4.  5. 

Skills (Continued)

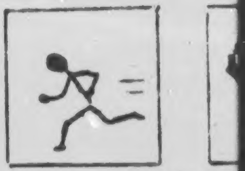
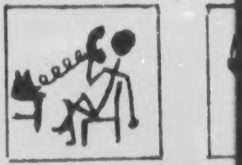
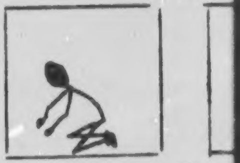
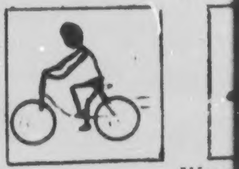
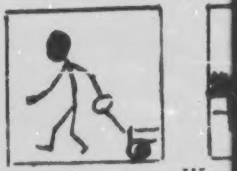
scription	Criterion Referenced Items	Sample Test Items
izing written words picture clues	Shown five pictures and given a choice of three written words for each picture the pupil will underline the word that matches each picture. The pupil must correclty complete 4 of the 5 exercises. (Accuracy level 80%)	Study each picture and the three words beside it. Draw a line from the picture to the word which has the same name. 1.  house coat car 2.  boat man cat 3.  pig cake box 4.  sun fish shoe 5. 

Skill Description	Criterion Referenced Items	Sampl
3103 Matching spoken words with pictured representations	Given pictures of six familiar objects the pupil will listen for the name of the object pictured and point to the picture when the object is named. The pupil will correctly match 4 of the 5. (80%)	Study the pictures on name for each. Poi object whose name y   Words: basket, ladd
3104 Matching written words with pictured representations	Given pictures of five familiar objects and a word card for each picture, the pupil will match the picture with the appropriate word card in at least 4 of the five exercises. (Accuracy level 80%)	Prepare two sets of pictures common ob containing the name matches the name c   dress window

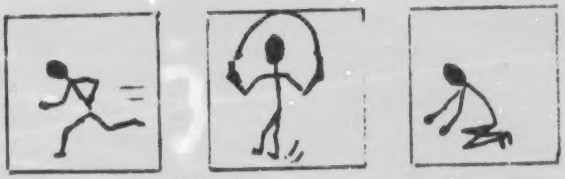
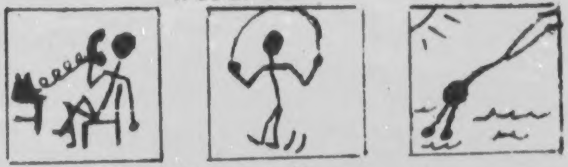
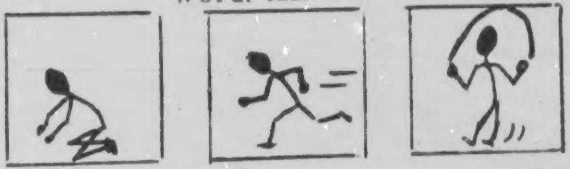
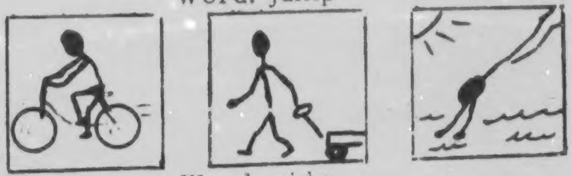
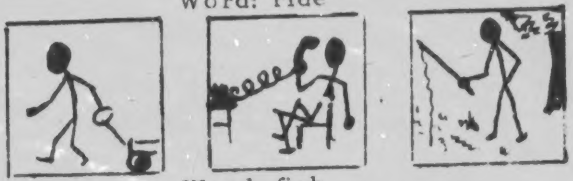
kills (Continued)

iption	Criterion Referenced Items	Sample Test Items
oken words ed representa-	Given pictures of six familiar objects the pupil will listen for the name of the object pictured and point to the picture when the object is named. The pupil will correctly match 4 of the 5. (80%)	Study the pictures on this page. Think of the name for each. Point to the picture of the object whose name you hear me read.  Words: basket, ladder, apple, cup, truck
ritten words ed representa-	Given pictures of five familiar objects and a word card for each picture, the pupil will match the picture with the appropriate word card in at least 4 of the five exercises. (Accuracy level 80%)	Prepare two sets of cards one set of which pictures common objects and the other set containing the name of the object. The pupil matches the name card with the picture card.  dress window hand cage pa

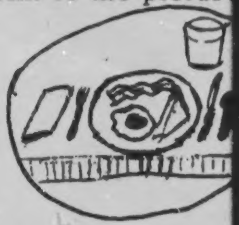
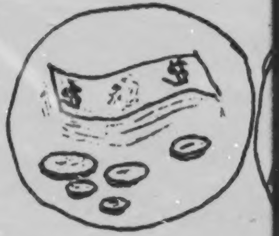
CS-4
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
3105 Recognizing spoken action words	Given five action words presented orally and three pictures for each word, the pupil will point to the picture which conveys the idea of the spoken word. Accuracy level is 80%.	Point to the pictu  Wor  Wor  Wor  Wor  Wor

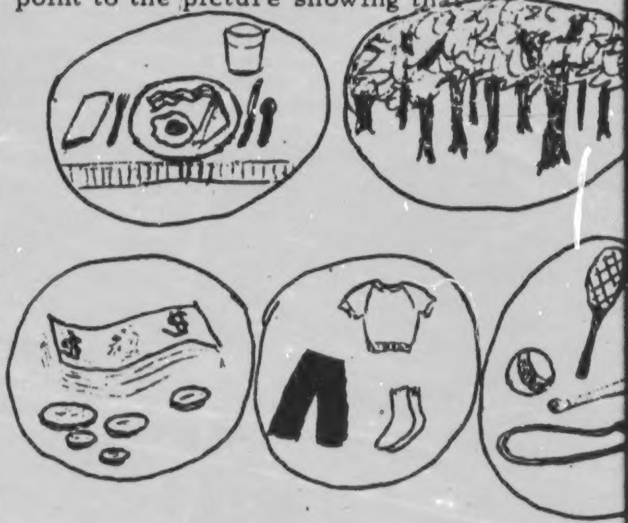
on Skills (Continued)

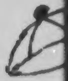
escription	Criterion Referenced Items	Sample Test Items
zing spoken action	Given five action words presented orally and three pictures for each word, the pupil will point to the picture which conveys the idea of the spoken word. Accuracy level is 80%.	Point to the picture which matches the wor  Word: run  Word: talk  Word: jump  Word: ride  Word: fish

Comprehension Skills (Continued)

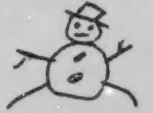
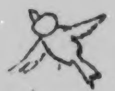
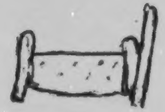
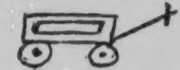
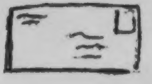
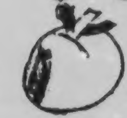
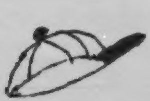
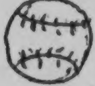
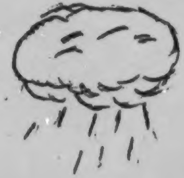
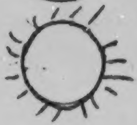
Skill Description	Criterion Referenced Items	San
3106 Recognizing written action words	Given visual presentation of ten words, five of which denote action and five of which do not, the pupil will silently read the words and circle those denoting action with 80% accuracy.	Read these words around the five ac blue dog two soon
3107 Matching a spoken word with a pictorial representation of a concept	Given four familiar words presented orally and five pictures, the pupil will select the picture that matches the concept. Accuracy level is 80%.	Look at these pict picture stands for. point to the pictur   Words: clothes, fo

n Skills (Continued)

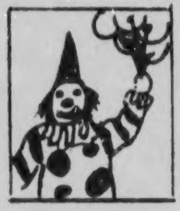
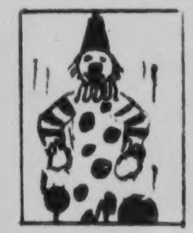
cription	Criterion Referenced Items	Sample Test Items
ng written action	Given visual presentation of ten words, five of which denote action and five of which do not, the pupil will silently read the words and circle those denoting action with 80% accuracy.	Read these words to yourself. Draw a cir around the five action words. blue dog call make eat two soon play bring old
a spoken word torial represen- concept	Given four familiar words presented orally and five pictures, the pupil will select the picture that matches the concept. Accuracy level is 80%.	Look at these pictures. Think what each picture stands for. When I name a concept point to the picture showing that  Words: clothes, forest, breakfast, money

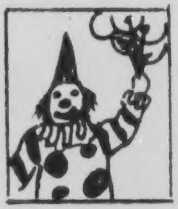
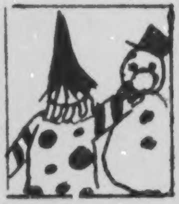
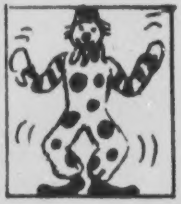
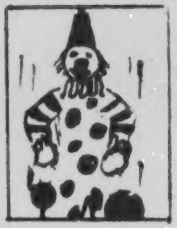
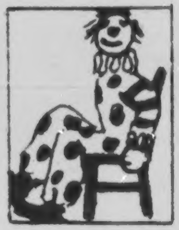
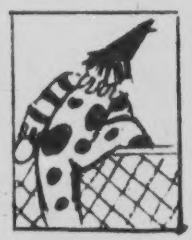
Skill Description	Criterion Referenced Items	Sa
3108 Matching a written word with a pictorial representation of a concept	Given five familiar written words and two pictures beside each word, the pupil will select the picture that represent the word concept Accuracy level is 80%.	Read each wor picture that st 1. fly 2. furniture 3. food 4. wear  5. shine

kills (Continued)

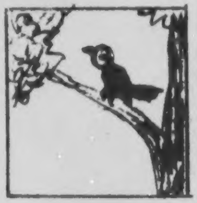
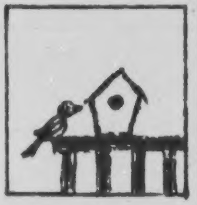
iption	Criterion Referenced Items	Sample Test Items
written word rial representa- ncept	Given five familiar written words and two pictures beside each word, the pupil will select the picture that represent the word concept Accuracy level is 80%.	Read each word to yourself. Circle th picture that stands for that word. 1. fly   2. furniture   3. food   4. wear   5. shine  

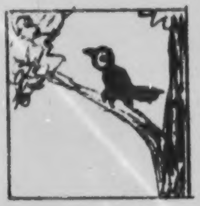
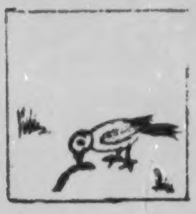
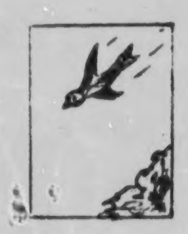
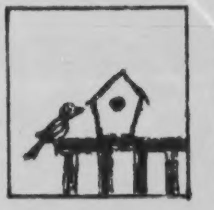
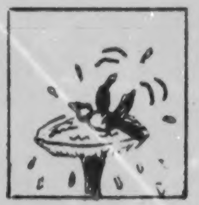
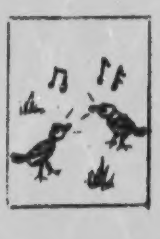
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	
3109 Deriving meaning from spoken sentences	Given five simple sentences presented orally and a set of six pictures the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.	Look at these p shows the wor   Read: 1. The clown m 2. The clown p 3. The clown s 4. The clown c 5. The clown c

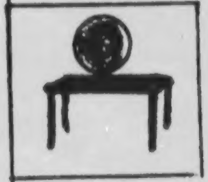
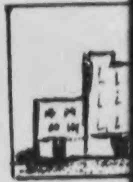
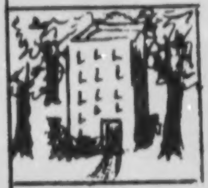
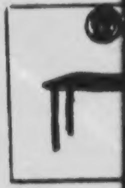
ription	Criterion Referenced Items	Sample Test Items
eaning from tences	Given five simple sentences presented orally and a set of six pictures the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.	Look at these pictures. Find the one which shows the words that I read to you.       Read: 1. The clown made a snowman. 2. The clown played ball. 3. The clown sat down. 4. The clown carried many balloons. 5. The clown climbed the fence.

CS-8
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	
3110 Deriving meaning from written sentences	Given five simple written sentences and a set of six pictures, the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.	Read these sen read the senten matches it.   1. The bird fle 2. The bird fou 3. The bird is 4. The bird is 5. The bird me

cription	Criterion Referenced Items	Sample Test Items
eaning from ntences	Given five simple written sentences and a set of six pictures, the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.	Read these sentences one at a time. After y read the sentence point to the picture which matches it.       1. The bird flew away. 2. The bird found a worm. 3. The bird is in the tree. 4. The bird is beside the birdhouse. 5. The bird meets a friend.

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
3111 Deriving meaning from spoken phrases	Given five short phrases presented orally and a set of six pictures, the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.	Listen to each phrase t the picture which matc to the picture.     1. The tallest building 2. Beside the table 3. Among the trees 4. On the table 5. Under the table

(Continued)

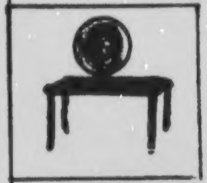
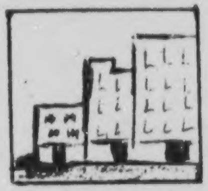
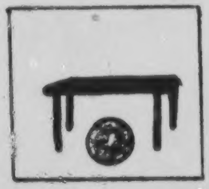
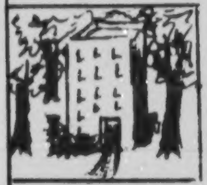
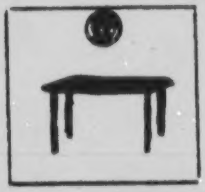
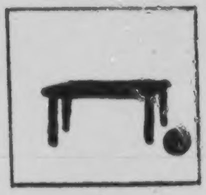
from

Criterion
Referenced Items

Given five short phrases presented orally and a set of six pictures, the pupil will select the picture which best fits the verbal description. Accuracy level is 80%.

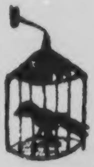
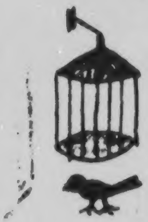
Sample Test Items

Listen to each phrase that I read to you. Find the picture which matches that phrase. Point to the picture.

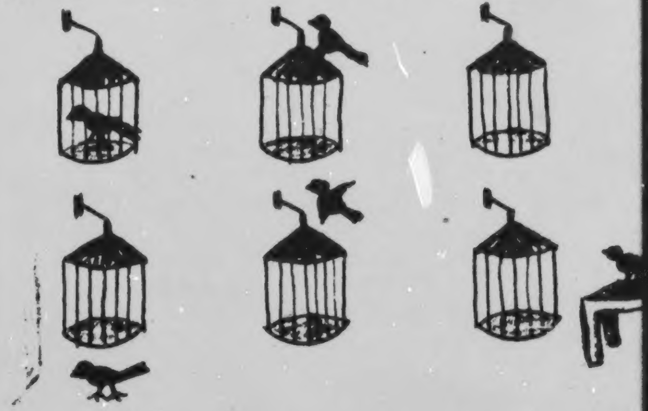







1. The tallest building
2. Beside the table
3. Among the trees
4. On the table
5. Under the table

CS-10
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Samp
3112 Deriving meaning from written phrases	Given five short written phrases and a set of six pictures, the pupil will select the picture that best fits the verbal description. Accuracy level is 80%.	Read each phrase a matches the phrase.   1. On the cage 2. Near the cage 3. Beneath the cag 4. In the cage 5. Over the cage

s (Continued)

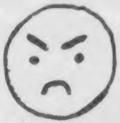
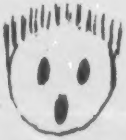
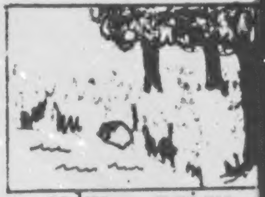
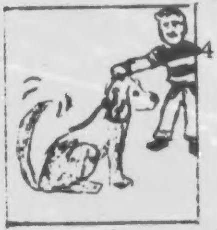
ion	Criterion Referenced Items	Sample Test Items
ing from s	Given five short written phrases and a set of six pictures, the pupil will select the picture that best fits the verbal description. Accuracy level is 80%.	Read each phrase aloud. Find the picture th matches the phrase. Point to that picture.  1. On the cage 2. Near the cage 3. Beneath the cage 4. In the cage 5. Over the cage

Comprehension Skills (Continued)

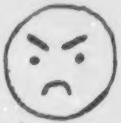
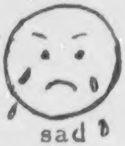
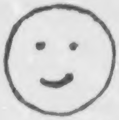
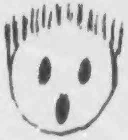
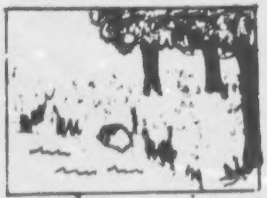
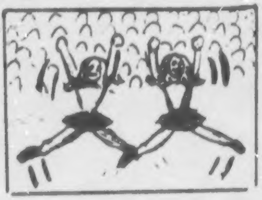
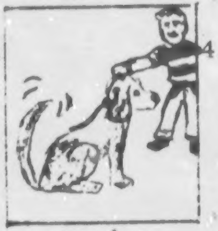
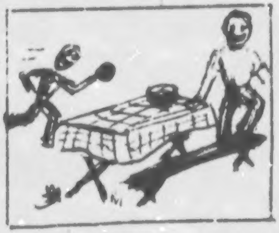
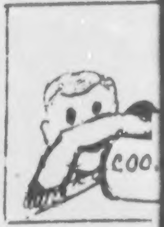
Skill Description	Criterion Referenced Items	
3113 Recognizing words that indicate place	Given five written sentences each containing a word denoting place, the pupil will circle the place word in each sentence. Accuracy level is 80%.	Read each place word 1. The dog 2. The boo 3. Mary ra 4. The pen 5. My shoe
3114 Recognizing phrases that that indicate place	Given five written sentences each containing a phrase which denotes place, the pupil will underline the phrase denoting place. Accuracy level is 80%.	Read each phrase tha follows the that phras 1. The bal Where 2. My mot Where 3. The ca Where 4. Grandf Where 5. We play Where

Description	Criterion Referenced Items	Sample Test Items
nizing words that te place	Given five written sentences each containing a word denoting place, the pupil will circle the place word in each sentence. Accuracy level is 80%.	Read each sentence to yourself. Find th place word. Draw a circle around it. 1. The dog ran home. 2. The book fell down. 3. Mary ran away. 4. The penny is here. 5. My shoes are there.
nizing phrases that ndicate place	Given five written sentences each containing a phrase which denotes place, the pupil will underline the phrase denoting place. Accuracy level is 80%.	Read each sentence to yourself. Find th phrase that answers the question which follows the sentence. Draw a line under that phrase. 1. The ball bounced into the yard. Where did the ball bounce? 2. My mother is at the store. Where is my mother? 3. The car is parked across the street. Where is the car parked? 4. Grandfather lives near the lake. Where does grandfather live? 5. We played in the park. Where did we play?

CS-12
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Samp
3115 Associating spoken words with selected moods or feelings	Shown five pictures that represent a mood or feeling and given the choice of two words presented orally, the pupil will tell which of the two words matches the picture. Accuracy level is 80%.	Study the pictures b words I say after ea which word fits the 1.  happy angry 4.  surprise anger
3116 Associating written words with selected moods or feelings	Shown five pictures that represent a mood or feeling and given the choice of two written words for each picture, the student will select and read the word that best fits each picture. Accuracy level is 80%.	Look at the picture each picture. Whic picture? Read that 1.  calm noisy 3.  tender startled 4.

ontinued)

	Criterion Referenced Items	Sample Test Items
words or	Shown five pictures that represent a mood or feeling and given the choice of two words presented orally, the pupil will tell which of the two words matches the picture. Accuracy level is 80%.	Study the pictures below. Listen to the two words I say after each picture. Tell me which word fits the picture. 1.  happy angry 2.  sad funny 3.  love hate 4.  surprise anger 5. friendly disappointment
words s or	Shown five pictures that represent a mood or feeling and given the choice of two written words for each picture, the student will select and read the word that best fits each picture. Accuracy level is 80%.	Look at the pictures and the two words beneath each picture. Which word best describes the picture? Read that word to me. 1.  calm noisy 2.  excited quiet 3.  tender startled 4.  happy angry 5.  obedier mischie

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3117 Orally recognizing sensory image words associated with the sense organs	Given oral presentation of five words representing sensory imagery related to each of the five senses, the pupil will point to the parts of his body that correspond to each of the sensory words. Accuracy level is 80%.	Listen to these wor your body that help 1. noise 2. bright 3. bitter 4. rotten 5. rough
3118 Identifying written phrases associated with sensory imagery	Given six written descriptive phrases the pupil will select and underline the five which denote a sensory image for three of the five senses. Accuracy level is 80%.	Draw a line under describe somethi smell. 1. sweet roses 2. joyful children 3. cold milk 4. red train 5. beautiful clear 6. bells ringing a

s (Continued)

on	Criterion Referenced Items	Sample Test Items
zing sensory ssociated organs	Given oral presentation of five words representing sensory imagery related to each of the five senses, the pupil will point to the parts of his body that correspond to each of the sensory words. Accuracy level is 80%.	Listen to these words. Point to the part of your body that helps you recognize these images. 1. noise 2. bright 3. bitter 4. rotten 5. rough
ten phrases sensory	Given six written descriptive phrases the pupil will select and underline the five which denote a sensory image for three of the five senses. Accuracy level is 80%.	Draw a line under the five phrases which describe something you can see, hear or smell. 1. sweet roses 2. joyful children singing 3. cold milk 4. red train 5. beautiful clear blue water 6. bells ringing at noon

Skill Description	Criterion Referenced Items	Sa
3119 Recognizing the meaning of spoken words	Given oral presentation of ten words, each followed by oral presentation of two meanings, the pupil will give the meaning for each word presented. Accuracy level is 80%.	Listen to each wo ings. Tell me th 1. apple - a fruit 2. grin - smile; 3. penny - piece 4. begin - start; 5. bed - place to 6. kind - mean; 7. clear - dirty; 8. talk - jump; s 9. give - hand; g 10. angry - happy;
3120 Orally determining the meaning of words based upon context	Given oral presentation of a key word in a phrase, the pupil will select from a choice of two meanings the appropriate meaning of the key word as used in the phrase. Accuracy level is 80%.	Listen to each ph listen to the two nounce. Tell me as it is used in th 1. blew his horn horn; c 2. the beautiful y 3. high above the 4. walk down the 5. run toward yo 6. a cup of water 7. money in the b 8. a nice dress - 9. a school of fis 10. a tall man - a

(Continued)

	Criterion Referenced Items	Sample Test Items
eaning	Given oral presentation of ten words, each followed by oral presentation of two meanings, the pupil will give the meaning for each word presented. Accuracy level is 80%.	Listen to each word and its two possible meanings. Tell me the correct meaning. 1. apple - a fruit; a meat 2. grin - smile; cry 3. penny - piece of paper; piece of money 4. begin - start; finish 5. bed - place to run; place to sleep 6. kind - mean; nice 7. clear - dirty; bright 8. talk - jump; speak 9. give - hand; get 10. angry - happy; mad
ng the based	Given oral presentation of a key word in a phrase, the pupil will select from a choice of two meanings the appropriate meaning of the key word as used in the phrase. Accuracy level is 80%.	Listen to each phrase as I read to you. Then listen to the two meanings of the word I pronounce. Tell me which meaning fits the word as it is used in the phrase. 1. blew his horn - made a noise with his horn; cleaned out his horn 2. the beautiful yellow flowers - pretty; great 3. high above the treetops - very happy; up in the sky 4. walk down the street - sidewalk; take steps 5. run toward your house - hurry home; a tea in one's hose 6. a cup of water - shape the hands; a contain from which one drinks 7. money in the bank - the side of a river; a place where valuables are kept 8. a nice dress - kind; pretty and good 9. a school of fish - group; classroom 10. a tall man - a grownup; a tall boy

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3121 Determining meaning of a word in a written phrase	Given ten key words presented in written phrases, the pupil will select from a choice of two meanings the one appropriate to the key word as used in the phrase. Accuracy level is 80%.	One word is underl Choose the best m word from the two line from the phra 1. Behind the barn 2. A picnic in the 3. Many children 4. Hunt for the so 5. A loud, popping 6. A movie star 7. Tie the boat 8. Under the chai 9. Dust the room 10. Mark your pap

(Continued)

on

aning of a

n phrase

Criterion Referenced Items

Given ten key words presented in written phrases, the pupil will select from a choice of two meanings the one appropriate to the key word as used in the phrase. Accuracy level is 80%.

Sample Test Items

One word is underlined in each phrase below. Choose the best meaning of the underlined word from the two choices beside. Draw a line from the phrase to its meaning.

1. Behind the barn
   A. In back of
   B. Late
2. A picnic in the park
   A. Indoor fun
   B. Outdoor fun
3. Many children playing
   A. Cats and dogs
   B. Boys and girls
4. Hunt for the sock
   A. Look
   B. Use a gun
5. A loud, popping noise
   A. A bang
   B. A hum
6. A movie star
   A. An actor
   B. An object in the sky
7. Tie the boat
   A. Put a tie on the boat
   B. Fasten the boat to a post or dock
8. Under the chair
   A. On top of
   B. Beneath
9. Dust the room
   A. Make dirty
   B. Clean up
10. Mark your paper
    A. Check
    B. Scratch up

CS-16
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	
3122 Inferring word meaning from context clues	Given five written sentences or sentence groups each containing an underlined word, the pupil will use context clues to supply the meaning of the word. Accuracy level is 80%.	Read each s a meaning f words you r line at the e 1. The clow ears flop Enormou 2. I discove den. I f Discover 3. 'May I th asked Su you want A coin is 4. "Is every Captain. ship. Al 5. The cam blizzard winds an A blizzar
3123 Identifying homonyms in written language	Given five written sentences, each containing a pair of homonyms, the pupil will orally read the homonyms in each sentence. Accuracy level is 80%.	The pupil w and then or in five of th 1. The bee 2. He rode 3. Are thei 4. I know th question 5. Even a g 6. The chil

Skills (Continued)

cription	Criterion Referenced Items	Sample Test Items
word meaning ext clues	Given five written sentences or sentence groups each containing an underlined word, the pupil will use context clues to supply the meaning of the word. Accuracy level is 80%.	Read each sentence group silently. Fin a meaning for the underlined word in the words you read. Write the meaning on t line at the end of the sentences. 1. The clown had enormous ears. The b ears flopped about as the clown walke Enormous means ________ 2. I discovered where the cookies are hi den. I found them in the flour can. Discovered means ________ 3. 'May I throw a coin in the wishing wel asked Sue. "Yes", said Mother, do you want a penny or a dime? A coin is ________ 4. "Is everyone aboard?" asked the Captain. "Yes", everyone is on the ship. Aboard means ________ 5. The campers ran for shelter when th blizzard struck. The storm brought winds and swirling snow. A blizzard is a ________
ng homonyms in anguage	Given five written sentences, each containing a pair of homonyms, the pupil will orally read the homonyms in each sentence. Accuracy level is 80%.	The pupil will read each sentence silen and then orally select the homonyms fo in five of the six sentences. 1. The bee will be buzzing near her hiv 2. He rode down the road on his bike. 3. Are their books in there with you? 4. I know that you will answer no to my question. 5. Even a grown boy will groan with pa 6. The children were playing in the pa

Skill Description	Criterion Referenced Items	S
*3124 Recognizing homonyms in written language	Given five written sentences each containing a pair of homonyms, the pupil will underline the pair of homonyms in each sentence. Accuracy level is 80%.	The pupil will s underline the tw 1. Two boys ra 2. The hungry b 3. I have alread book. 4. The angry b window. 5. Jane knew h dress.
3125 Supplying a homonym when the matching homonym is given	Given five written sentences in which one underlined homonym is presented and the second is missing, the pupil will write the missing homonyms with 80% accuracy.	Read each sent nym in the blan 1. Do you know ________? 2. John ________ 3. I will sew yo can wear it. 4. I know your 5. Dear me! T

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* Homonym is used here to mean words that are pronounced alike but are unlike in both sp
Example: wait - weight

kills (Continued)

ription	Criterion Referenced Items	Sample Test Items
homonyms in guage	Given five written sentences each containing a pair of homonyms, the pupil will underline the pair of homonyms in each sentence. Accuracy level is 80%.	The pupil will silently read each sentence and underline the two homonyms in each. 1. Two boys ran to the door. 2. The hungry boy ate eight cupcakes. 3. I have already read everything in the red book. 4. The angry boy threw a rock through the window. 5. Jane knew her mother would like her new dress.
homonym when ng homonym is	Given five written sentences in which one underlined homonym is presented and the second is missing, the pupil will write the missing homonyms with 80% accuracy.	Read each sentence. Write the missing homonym in the blank. 1. Do you know when my library book is ________? 2. John ________ his new blue whistle. 3. I will sew your dress tonight ________ you can wear it. 4. I know your answer is ________. 5. Dear me! This is a ________ crossing.

ed here to mean words that are pronounced alike but are unlike in both spelling and meaning.
nple: wait - weight

CS-18
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	S
3126 Matching synonyms	Given two lists of five words, one of which contains words whose synonyms are found in the second, the pupil will match the synonyms in List 2 with words in List 1. The accuracy level is 80%.	Match the word in List 2 by dra its match. List 1 1. scared 2. cab 3. hat 4. answer 5. built
3127 Identifying synonyms in written language	Given twelve written phrases, five of which contain an underlined word whose synonym is used in five of the remaining phrases, the pupil will identify the synonyms with at least 80% accuracy.	Read each word the synonym for 2. When you fi words to me. List 1 1. above my hea 2. the little ani 3. a pair of sho 4. the finish lin 5. the shy boy

Skills (Continued)

ription	Criterion Referenced Items	Sample Test Items
ynonyms	Given two lists of five words, one of which contains words whose synonyms are found in the second, the pupil will match the synonyms in List 2 with words in List 1. The accuracy level is 80%.	Match the words in List 1 with their synonyms in List 2 by drawing a line from the word to its match. List 1 1. scared 2. cab 3. hat 4. answer 5. built List 2 afraid made cap line asleep reply taxi enjoy
synonyms in guage	Given twelve written phrases, five of which contain an underlined word whose synonym is used in five of the remaining phrases, the pupil will identify the synonyms with at least 80% accuracy.	Read each word in List 1 to yourself. Find the synonym for each underlined word in List 2. When you find the synonym, read both words to me. List 1 1. above my head 2. the little animal 3. a pair of shoes 4. the finish line 5. the shy boy List 2 1. at the end 2. the gay song 3. the bashful horse 4. a small house 5. two mittens 6. over the rainbow 7. a huge cat

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
3128 Supplying a synonym for a given word	Given five written sentences containing one underlined word the pupil will select from a list of eight words the correct synonym for each underlined word. Accuracy level is 80%.	Read the sentences belo word. Find its synonyr write it above the word 1. Talk to me. 2. Clean the chalk boar 3. Don't you know me? 4. Please give me my 5. Let's stroll through
3129 Identifying antonyms in written language	Given twelve written phrases, five of which contain a word whose antonym is found in five of the remaining phrases, the pupil will identify the antonyms with 80% total accuracy.	Study the phrases in the the antonym for each un phrases in the second c word and its antonym. 1. a juicy apple. 2. the bright light 3. a cloudy day 4. a good story 5. the happy kitten

ls (Continued)

ion	Criterion Referenced Items	Sample Test Items
nonym for	Given five written sentences containing one underlined word the pupil will select from a list of eight words the correct synonym for each underlined word. Accuracy level is 80%.	Read the sentences below. Study the underlined word. Find its synonym in the group below and write it above the word in the sentence. 1. Talk to me. 2. Clean the chalk board. 3. Don't you know me? 4. Please give me my purse. 5. Let's stroll through the park. 1. walk 2. pocketbook 3. write 4. books 5. speak 6. recognize 7. forest 8. wash
onyms in ge	Given twelve written phrases, five of which contain a word whose antonym is found in five of the remaining phrases, the pupil will identify the antonyms with 80% total accuracy.	Study the phrases in the first column. Find the antonym for each underlined word in the phrases in the second column. Read the word and its antonym. 1. a juicy apple. 2. the bright light 3. a cloudy day 4. a good story 5. the happy kitten 1. the clear water 2. a sad boy 3. the high hat 4. a dry rag 5. the top layer 6. a dull knife 7. half an orange 8. the bad wreck

CS-20
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sampl
3130 Recognizing antonyms in written language	Given two lists of five words, each of which contains one of a pair of antonyms, the pupil will match the antonyms with an overall accuracy of 80%.	Match the words in t antonyms in Column word to its antonym. Column 1 1. hot 2. fresh 3. clean 4. long 5. new
3131 Selecting antonyms for given words	Given five written sentences containing one underlined word each, the pupil will select the appropriate antonym from a list of eight choices. The accuracy level is 80%.	Each sentence below Find the antonym fo at the right. Write lined word. 1. Make some cold 2. Let's walk throug 3. The weeds are to 4. My hands are rou 5. The noisy childre

ills (Continued)

ption	Criterion Referenced Items	Sample Test Items
antonyms in age	Given two lists of five words, each of which contains one of a pair of antonyms, the pupil will match the antonyms with an overall accuracy of 80%.	Match the words in the first column with their antonyms in Column 2. Draw a line from the word to its antonym. Column 1 — Column 2 1. hot — 1. short 2. fresh — 2. stale 3. clean — 3. old 4. long — 4. dirty 5. new — 5. cold
onyms for	Given five written sentences containing one underlined word each, the pupil will select the appropriate antonym from a list of eight choices. The accuracy level is 80%.	Each sentence below has one underlined word. Find the antonym for that word in the list at the right. Write that word above the underlined word. 1. Make some cold water. 2. Let's walk through the woods. 3. The weeds are tough. 4. My hands are rough. 5. The noisy children played ball. Words 1. run 2. picture 3. hot 4. green 5. left 6. soft 7. quiet 8. tender

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3132 Identifying words with inflectional endings	Given a list of ten words, the pupil will orally read the five which have an inflectional ending. The accuracy level is 80%.	Study the words bel tional ending. Rea that have an inflec 1. jumped 2. ran 3. dresses 4. school 5. flies
3133 Recognizing inflected words in phrases	Given five phrases of which contains one inflected word, the pupil will find and circle the inflected words with 80% overall accuracy.	Find the inflected w Circle each inflecte 1. the big planes 2. two white kitten 3. running down th 4. jumped high 5. my baked potato
3134 Selecting correct inflectional forms	Given five sentences and a choice of two inflected forms for each, the pupil will select the form which correctly completes the idea. Accuracy level is 80%.	Read each sentence words. Draw a rin makes each sentenc 1. My dog ________ 2. Dad is ________ 3. The boys ________ 4. Joe ________ to 5. Mother is ________

ills (Continued)

ption	Criterion Referenced Items	Sample Test Items
ords with ndings	Given a list of ten words, the pupil will orally read the five which have an inflectional ending. The accuracy level is 80%.	Study the words below. Some have an inflectional ending. Read aloud the five words that have an inflectional ending. 1. jumped 2. ran 3. dresses 4. school 5. flies 6. glass 7. scrub 8. washing 9. book 10. toys
inflected words	Given five phrases of which contains one inflected word, the pupil will find and circle the inflected words with 80% overall accuracy.	Find the inflected words in the phrases below. Circle each inflected word. 1. the big planes 2. two white kittens 3. running down the street 4. jumped high 5. my baked potato
rrect inflec-	Given five sentences and a choice of two inflected forms for each, the pupil will select the form which correctly completes the idea. Accuracy level is 80%.	Read each sentence silently. Study the two words. Draw a ring around the word that makes each sentence correct. 1. My dog _________ fast. runs walking 2. Dad is _________ a boat. making watch 3. The boys _________ ball. talking playe 4. Joe _________ to school. rides flying 5. Mother is _________ clothes. sewing sews

CS-22
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	
3135 Determining the meaning of words having the un prefix	Given five words having the un prefix and a choice of two meanings for each word, the pupil will select the correct meaning in at least 4 of the 5 exercises (80% accuracy)	Study the word examine the tw ring around the exercise. Column 1 1. untie 2. unfit 3. unafraid 4. unhurt 5. unclean

sion Skills (Continued)

Description	Criterion Referenced Items	Sample Test Items
mining the meaning ds having the un	Given five words having the un prefix and a choice of two meanings for each word, the pupil will select the correct meaning in at least 4 of the 5 exercises. (80% accuracy)	Study the words in Column 1 below. The examine the two possible meanings. Dra ring around the correct meaning in each exercise.

Column 1	Column 2
1. untie	1. tie again take loose
2. unfit	2. not fit a good fit
3. unafraid	3. scared not scared
4. unhurt	4. hurt badly not hurt
5. unclean	5. dirty very clean

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3136 Determining the meaning of words having the re prefix .	Given five sentences containing a word having the re prefix, the pupil will determine the meaning of the prefixed word from a choice of two possible responses. Accuracy level is 80%.	Read the sentence the word which ha meaning of that wo a check (✓) in fro each exercise. 1. I reread the sto 2. The state will r the road. 3. Did you repay y father? 4. Reload the truc 5. Miss Jones war redraw this pic
3137 Discovering the meaning of words having the dis prefix	Given five sentences, each containing a word which has the dis prefix, the pupil will determine the meaning of the prefixed word from a group of five meanings. Accuracy level is 80%.	Study these senten prefixed word in t line from the sent 1. My mother will this mess. 2. That boy is son dishonest. 3. Did you disconn lamp? 4. Disrobe in you 5. Did you disob

iption	Criterion Referenced Items	Sample Test Items
the meaning ing the re	Given five sentences containing a word having the re prefix, the pupil will determine the meaning of the prefixed word from a choice of two possible responses. Accuracy level is 80%.	Read the sentences carefully. Pay attention t the word which has the re prefix. Find the meaning of that word in the right column. Pu a check (✓) in front of the correct meaning in each exercise. Column 2 1. I reread the story. read again will read 2. The state will rebuild the road. tear up build again 3. Did you repay your father? take pay from pay back 4. Reload the truck. put goods back take goods off again 5. Miss Jones wants me to redraw this picture. draw it over color it again
the meaning ing the dis	Given five sentences, each containing a word which has the dis prefix, the pupil will determine the meaning of the prefixed word from a group of five meanings. Accuracy level is 80%.	Study these sentences. Find the meaning of th prefixed word in the group at right. Draw a line from the sentence to the correct meaning. 1. My mother will discover this mess. 2. That boy is sometimes dishonest. 3. Did you disconnect the lamp? 4. Disrobe in your bedroom. 5. Did you disobey? 1. unplug 2. fail to mind 3. undress 4. find 5. not to be trusted

Skill Description	Criterion Referenced Items	S
3138 Identifying suffixed words in sentences	Given ten sentences, five of which contain one suffixed word, the pupil will orally read the suffixed word. Accuracy level is 80%.	Examine these sentences that Read the word 1. I will wait fo 2. My brother i 3. He was care 4. The baby bir 5. The car is u 6. Happiness is 7. I used a cupf 8. Redo this. 9. The birds sa 10. Did you rem
3139 Determining meaning of a suffixed word from context clues	Given five written sentences or sentence groups, each containing an underlined suffixed word, the pupil will use context clues to determine the meaning of that word. Accuracy level is 80%.	Read each sente to the word whi ing of that word meaning on the 1. Our sheep too many t 2. The sickl 3. The child very happ 4. Tippy is true and 5. What a w full of su

escription	Criterion Referenced Items	Sample Test Items
ng suffixed words nces	Given ten sentences, five of which contain one suffixed word, the pupil will orally read the suffixed word. Accuracy level is 80%.	Examine these sentences. Find the five sentences that have words with a suffix. Read the word aloud. 1. I will wait for you. 2. My brother is helpful. 3. He was careless with his money. 4. The baby bird was helpless. 5. The car is unfit for travel. 6. Happiness is joy! 7. I used a cupful of milk. 8. Redo this. 9. The birds sang softly. 10. Did you remit the money?
ining meaning of a d word from context	Given five written sentences or sentence groups, each containing an underlined suffixed word, the pupil will use context clues to determine the meaning of that word. Accuracy level is 80%.	Read each sentence silently, giving atten to the word which has a suffix. Find the ing of that word in the sentence. Write t meaning on the line at the end of the sent 1. Our sheep are numberless. There too many to count. ____ 2. The sickly boy was weak from hun ____ 3. The children sang joyfully. The f very happy. ____ 4. Tippy is a faithful dog. He is alw true and loyal. ____ 5. What a wonderful sight! Caves ar full of surprizing views. ____

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
3140 Recognizing compound words in sentences	Given ten sentences, the pupil will find the compound word in each with an overall accuracy level of 80%.	Read each sentence sil words. Circle each co 1. The cowboy roped a 2. Come to our classro 3. The postoffice is op 4. Do you have a backb 5. We have a new bathr 6. The policeman blew 7. Mother made a bluel 8. What kind of timepie 9. The campfire is hot. 10. I hid a cardboard bo
3141 Forming compounds from words in sentence context	Given ten sentences, each of which contains two words which can form a compound, the pupil will use the sentence context to form the appropriate compounds with an overall accuracy of 80%.	Carefully examine thes words used in the sente word? Write the comp end of each sentence. 1. The pen where pigs 2. Use chalk for writin 3. Why is your bed in t 4. Put this cloth on the 5. The house where I p 6. Since a taxi is a cab ___________. 7. That boy is a close f 8. Use a needle for this 9. There's straw in the be ___________. 10. Look at that big stac

n	Criterion Referenced Items	Sample Test Items
npound ces	Given ten sentences, the pupil will find the compound word in each with an overall accuracy level of 80%.	Read each sentence silently. Look for compound words. Circle each compound that you find. 1. The cowboy roped a steer. 2. Come to our classroom. 3. The postoffice is open. 4. Do you have a backbone? 5. We have a new bathroom. 6. The policeman blew a whistle. 7. Mother made a blueberry pie. 8. What kind of timepiece is that? 9. The campfire is hot. 10. I hid a cardboard box.
ands from ce context	Given ten sentences, each of which contains two words which can form a compound, the pupil will use the sentence context to form the appropriate compounds with an overall accuracy of 80%.	Carefully examine these sentences. What two words used in the sentence can make a compound word? Write the compound on the line at the end of each sentence. 1. The pen where pigs stay is a ________. 2. Use chalk for writing on this board. ________ 3. Why is your bed in this room? ________ 4. Put this cloth on the table. ________ 5. The house where I play is my ________. 6. Since a taxi is a cab we sometimes call it a ________. 7. That boy is a close friend of mine. ________ 8. Use a needle for this work. ________ 9. There's straw in these berries. They must be ________. 10. Look at that big stack of hay! ________

Skill Description	Criterion Referenced Items	Sa
3142 Identifying pronouns in a list of words	Given a list of ten words, five of which are pronouns, the pupil will **circle each of** the pronouns with at least 100%accuracy.	Read these word around each pron 1. tree 2. its 3. funny 4. mountain 5. he
3143 Identifying pronouns in spoken language	Given five spoken sentences, the pupil will identify the pronoun in each. Accuracy level is 80%.	Listen to these s noun in each. 1. He is angry. 2. The pen is on 3. Go with us. 4. Her hands ar 5. My bike rolle
3144 Supplying pronouns in spoken language	Given oral presentation of five simple sentences having a missing pronoun, the pupil will supply the correct pronoun from a choice of three for each sentence. Accuracy level is 80%.	Listen to each s then read three fit the sentence. for the sentence 1. The children their 2. I lost ______ us 3. Can ______ g his 4. The doll belo their 5. ______ will g Our

cription	Criterion Referenced Items	Sample Test Items
g pronouns in a rds	Given a list of ten words, five of which are pronouns, the pupil will circle each of the pronouns with at least 100%accuracy.	Read these words to yourself. Draw a circ around each pronoun. 1. tree 2. its 3. funny 4. mountain 5. he 6. talk 7. they 8. slowly 9. she 10. we
g pronouns in nguage	Given five spoken sentences, the pupil will identify the pronoun in each. Accuracy level is 80%.	Listen to these sentences. Tell me the pro noun in each. 1. He is angry. 2. The pen is on your desk. 3. Go with us. 4. Her hands are clear. 5. My bike rolled down the hill.
pronouns in nguage	Given oral presentation of five simple sentences having a missing pronoun, the pupil will supply the correct pronoun from a choice of three for each sentence. Accuracy level is 80%.	Listen to each sentence as I read it. I will then read three pronouns, one of which wil fit the sentence. Tell me the correct word for the sentence. 1. The children worked ______ problems. their its I 2. I lost ______ ribbon. us my we 3. Can ______ go with me? his you our 4. The doll belongs to ______. their she me 5. ______ will go to the circus. Our We Their

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3145 Recognizing pronouns in written sentences	Given five sentences each containing one pronoun, the pupil will demonstrate recognition of pronouns by drawing a circle around each one. Accuracy level: 100%	Read each sente you find a prono 1. The children 2. His hand is 3. May we go t 4. Is this her a 5. The childre the game.
3146 Relating pronouns to their antecedents	Given oral presentation of five simple sentences containing a pronoun, the pupil will verbally indicate the word to which the pronoun refers. Accuracy level is 80%.	Listen carefully as Tell me what word 1. Bob lost his cap What word does 2. The little girl p Who does her st 3. Mary and Bill a Who does their 4. The bird broke What word does 5. The trees shed What word has

kills (Continued)

ription	Criterion Referenced Items	Sample Test Items
pronouns in tences	Given five sentences each containing one pronoun, the pupil will demonstrate recognition of pronouns by drawing a circle around each one. Accuracy level: 100%	Read each sentence to yourself. When you find a pronoun circle it. 1. The children sang my favorite song. 2. His hand is red. 3. May we go to the park? 4. Is this her apron? 5. The children wore their blue caps to the game.
onouns to edents	Given oral presentation of five simple sentences containing a pronoun, the pupil will verbally indicate the word to which the pronoun refers. Accuracy level is 80%.	Listen carefully as I read these sentences. Tell me what word the pronoun refers to. 1. Bob lost his cap. What word does the pronoun his refer to? 2. The little girl played with her doll. Who does her stand for in this sentence? 3. Mary and Bill ate their lunch. Who does their refer to? 4. The bird broke its wing. What word does its stand for? 5. The trees shed their leaves. What word has their been used for?

Skill Description	Criterion Referenced Items	Sa
3147 Supplying pronouns in written sentences	Given five simple sentences, each containing a word or words for which a pronoun can be used, the pupil will supply an appropriate pronoun for at least four of the five sentences (80% accuracy level).	Read each senten you can use in pla Write the pronou 1. John, Mary an 2. The book belo ________ 3. Mrs. Smith to 4. Put the dime 5. Bob is Joe's f

ription	Criterion Referenced Items	Sample Test Items
pronouns in ntences	Given five simple sentences, each containing a word or words for which a pronoun can be used, the pupil will supply an appropriate pronoun for at least four of the five sentences (80% accuracy level).	Read each sentence. Think of a pronoun tha you can use in place of the underlined word(Write the pronoun at the end of the lines. 1. John, Mary and Ann are friends. ______ 2. The book belongs to Sally, Joe and Paul. ________ 3. Mrs. Smith took cakes to the fair. ______ 4. Put the dime on the shelf. __________ 5. Bob is Joe's friend. _________

3000 COMPRHENSION SKILLS

CS 3600 Literal Comprehension

General Objective

Given consistent, intensive instruction in literal compr hension emphasizing details; classification; relationship (time, sequence; part- whole, cause and effect); main ideas and summarizing, the student will indicate his mastery of basic literal comprehension skills by compl ing the criterion-referenced items with at least 80% accuracy.

	Skill Description	Criterion Referenced Items	Sa
3601	Recalling details in sentences presented orally	Given five simple sentences presented orally, the pupil will recall the details which correctly answer the question asked. Accuracy level is 80%.	Listen car read it to y I ask about 1. The boy What col 2. I live in What ki 3. My dog' What is 4. The cat Where 5. The ban What di

3000 COMPRHENSION SKILLS

CS 3600 Literal Comprehension

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Given consistent, intensive instruction in literal comprehension emphasizing details; classification; relationships (time, sequence; part- whole, cause and effect); main ideas and summarizing, the student will indicate his mastery of basic literal comprehension skills by completing the criterion-referenced items with at least 80% accuracy.

iption	Criterion Referenced Items	Sample Test Items
tails in sen- nted orally	Given five simple sentences presented orally, the pupil will recall the details which correctly answer the question asked. Accuracy level is 80%.	Listen carefully to each sentence as I read it to you. Then answer the questi I ask about it. 1. The boy wore a red shirt. What color was the shirt. 2. I live in a brick house. What kind of house was mentioned? 3. My dog's name is Spot. What is the dog's name? 4. The cat ran across the street. Where did the cat go? 5. The band played a gay tune. What did the band play?

Skill Description	Criterion Referenced Items	Sam
3602 Discovering details in written sentences	Given five written sentences, the pupil will find the details in each sentence to correctly answer the question for at least four of the five sentences (80% accuracy).	Read these sente questions. Draw that correctly an 1. Mary brushed What kind of h 2. The wind blew How did the w 3. Yesterday my When was the 4. John went swi Where did Joh 5. Dad used worr How were wor
3603 Recalling details from paragraphs presented orally	Given oral presentation of a short paragraph, the pupil will orally answer five questions about details in the paragraph by selecting the correct answer from a choice of two words or pharses for each question. The accuracy level is 80%.	Read the followin "Lightning flashe up the heavens. It grew darker a loud clap of thund and poured. The their heads to re drank the sweet The trees shook the rain stopped, and the thunder f tance. The tulip and the grass sh

s (Continued)

tion	Criterion Referenced Items	Sample Test Items
etails in ces	Given five written sentences, the pupil will find the details in each sentence to correctly answer the question for at least four of the five sentences (80% accuracy).	Read these sentences. Then read the questions. Draw a line under the word (s) that correctly answer(s) the question. 1. Mary brushed her long, black hair. What kind of hair did Mary have? 2. The wind blew wildly. How did the wind blow? 3. Yesterday my Mother cleaned the house. When was the house cleaned? 4. John went swimming in the lake. Where did John swim? 5. Dad used worms as bait. How were worms used?
ls from sented	Given oral presentation of a short paragraph, the pupil will orally answer five questions about details in the paragraph by selecting the correct answer from a choice of two words or pharses for each question. The accuracy level is 80%.	Read the following paragraph to the pupil. "Lightning flashed through the sky, lighting up the heavens. Thunder roared and roared. It grew darker and darker. Finally, with a loud clap of thunder, the rain came. It poure and poured. The tulips in the garden lifted th their heads to received the rain. The grass drank the sweet rain and turned greener. The trees shook themselves awake. Soon the rain stopped, the lightning disappeared and the thunder faintly rumbled in the distance. The tulips sparkled in the garden and the grass shown like diamonds.

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
3603 Continued		Ask pupil to select the questions you ask. 1. This story tells ab spring stor rain forest 2. Noise was caused b the flashing the clapping 3. It rained just a few d very hard 4. The rain caused th become gre dry up 5. The tulips were cut off in a garden
3604 Selecting details from written paragraphs	Given a short written paragraph and five questions concerning details in the paragraph, the pupil will select the correct response from the two suggested for each question. The accuracy level is 80%.	Read this paragraph circle around the ans story details. A lonely bird sat on a he said to himself. " talk to. Oh, how lon The bird began to thi worm," he thought. just lonely." The bird started thin to the top of the tree wide world," he thou then, just seeing the make me more lonel

ls (Continued)

tion	Criterion Referenced Items	Sample Test Items
		Ask pupil to select the correct answers to the questions you ask. 1. This story tells about a spring storm rain forest 2. Noise was caused by the flashing lightning the clapping thunder 3. It rained just a few drops very hard 4. The rain caused the grass to become greener dry up 5. The tulips were cut off in a garden
ils from raphs	Given a short written paragraph and five questions concerning details in the paragraph, the pupil will select the correct response from the two suggested for each question. The accuracy level is 80%.	Read this paragraph silently. Then draw a circle around the answers that best fit the story details. A lonely bird sat on a fence. "I am so lonely," he said to himself. "I wish I had a friend to talk to. Oh, how lonely I am! What can I do? The bird began to think. "I could dig for a worm," he thought. "But I'm not hungry, I'm just lonely." The bird started thinking again. "I could fly to the top of the tree and look out at the big, wide world," he thought to himself. "But then, just seeing the big, big world would make me more lonely."

CS-32
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3604 (Continued)		Once again the bir lonely I am!" he s I'll close my eyes The bird sang and weaker and weake heard at all. He, had fallen asleep. No longer did he t His dreams were was no longer lone 1. The lonely bird a. in a tre b. on a fen 2. The bird though a. big and b. wonderf 3. The bird was l a. he was b. he was 4. Why didn't the a. he knew b. he wasn 5. Why did the bi loneliness? a. a famil b. he fell

Skills (Continued)

ription

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Criterion
Referenced Items

Sample Test Items

Once again the bird began to think. "How lonely I am!" he said, half-aloud. "I think I'll close my eyes and sing a merry tune." The bird sang and sang. His voice grew weaker and weaker. Soon he could not be heard at all. He, having closed his eyes, had fallen asleep.

No longer did he think about his loneliness. His dreams were full of bird friends, so he was no longer lonely.

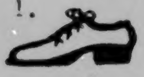
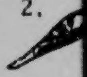
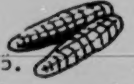
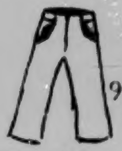
1. The lonely bird was
   a. in a tree
   b. on a fence
2. The bird thought the world was
   a. big and wide
   b. wonderful
3. The bird was lonely because
   a. he was alone
   b. he was tired and hungry
4. Why didn't the bird dig for a worm?
   a. he knew he wouldn't find one
   b. he wasn't hungry
5. Why did the bird stop thinking about his loneliness?
   a. a family of birds joined him
   b. he fell asleep while singing

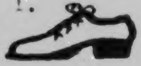
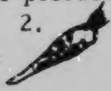
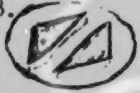
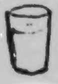
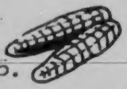
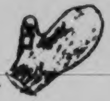
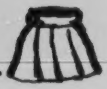
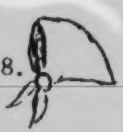
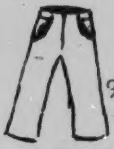
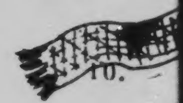
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
3605 Recalling details from written paragraphs	Given a short written paragraph and five questions about details in the paragraph the pupil will select the correct answer from the three suggested for each question with an overall accuracy level of 80%.	Read the paragraph. answer to the questio the paragraph. The helicopter flew ir treetops. The pilot l forest. He was hunti sun was setting in the the helicopter around closely. Just then he He looked again. He Then he saw the little at the helicopter. Th boy was safe. Then h to land the helicopter boy. 1. A boy was lost in the wood in a helico in the scho 2. It was nearly time the moon t the sun to the stars t 3. The pilot flew as high as near the tr above the 4. The boy saw the h shouted fo waved his stamped th

ills (Continued)

ption	Criterion Referenced Items	Sample Test Items
ails from raphs	Given a short written paragraph and five questions about details in the paragraph the pupil will select the correct answer from the three suggested for each question with an overall accuracy level of 80%.	Read the paragraph. Select the correct answer to the questions. Do not look back in the paragraph. The helicopter flew in the air just above the treetops. The pilot looked down into the forest. He was hunting for a lost boy. The sun was setting in the west. The pilot moved the helicopter around in a circle. He looked closely. Just then he saw something red. He looked again. He saw the boy's red jacket. Then he saw the little boy waving the jacket at the helicopter. The pilot reported that the boy was safe. Then he searched for a place to land the helicopter and pick up the happy boy. 1. A boy was lost in the woods in a helicopter in the school yard 2. It was nearly time for the moon to rise the sun to set the stars to shine 3. The pilot flew as high as he could go near the treetops above the clouds 4. The boy saw the helicopter and shouted for help waved his red jacket stamped the ground

Skill Description	Criterion Referenced Items	Sa
3605 (Continued)		5. The pilot radio safe sorry sick
3606 Supplying detail in written sentences	Given five incomplete written sentences the pupil will supply an ending that is appropriate and which notes detail. The accuracy level is 80%.	An ending is miss below. Read the write an ending w have sense. 1. My friend live 2. Some people c wear a coat on 3. Many children rabbits as ____ 4. Bob lost his ca 5. Farmers put s to scare away
3607 Classification - orally classifying pictured objects	Given the name for two categories of objects and shown ten pictured items, the pupil will verbally indicate the category in which each item belongs with an overall accuracy level of 80%.	Present the categ pupil. Then pres at a time. Instru category the pict 1.  2.   5. 6.  9.

cription	Criterion Referenced Items	Sample Test Items
d)		5. The pilot radioed that the boy was safe sorry sick
detail in written	Given five incomplete written sentences the pupil will supply an ending that is appropriate and which notes detail. The accuracy level is 80%.	An ending is missing from each sentence below. Read the sentences to yourself and write an ending which will make the sentence have sense. 1. My friend lives in a white house next to ______________________. 2. Some people catch a cold when they don't wear a coat on ______________________ 3. Many children have kittens, puppies or rabbits as ______________________. 4. Bob lost his cap on the way to ______________________. 5. Farmers put scarecrows in their cornfiel to scare away ______________________
tion - orally g pictured objects	Given the name for two categories of objects and shown ten pictured items, the pupil will verbally indicate the category in which each item belongs with an overall accuracy level of 80%.	Present the categories clothes and foods to t pupil. Then present ten pictured items one at a time. Instruct the pupil to tell you whic category the pictured item best fits. 1.  2.  3.  4.  5.  6.  7.  8.  9.  10. 

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
3608 Classifying written words	Given five lists of three written words each, the pupil will select from six given words the one which best describes or labels the lists with 80% overall accuracy.	Look at each row words in each ro can be placed in a words and phrase word or phrase f the words. 1. purple gr 2. horse ch 3. neck ar 4. apples eg 5. tulip ro Colors Food F
3609 Supplying item names for given categories	Given five written words naming five categories, the pupil will supply the names of two items belonging to each category. Accuracy level is 80%.	Look at the five of two words that that group. Writ given. 1. Animals a) ________ 2. Means of tran a) ________ 3. Homes a) ________ 4. Colors a) ________ 5. Bodies of wat a) ________

tion	Criterion Referenced Items	Sample Test Items
ritten words	Given five lists of three written words each, the pupil will select from six given words the one which best describes or labels the lists with 80% overall accuracy.	Look at each row of words. The three words words in each row are alike in some way and can be placed in a category. Look at the six words and phrases below the rows. Select a word or phrase for each row that best describes the words. 1. purple green orange ______ 2. horse chicken sheep ______ 3. neck arm ear ______ 4. apples eggs cupcake ______ 5. tulip rose daisy ______ Colors Food Flowers Animals Body Parts Rivers
m names for ries	Given five written words naming five categories, the pupil will supply the names of two items belonging to each category. Accuracy level is 80%.	Look at the five categories of words. Think of two words that name things which belong to that group. Write those words on the lines given. 1. Animals a) ______ b) ______ 2. Means of transportation a) ______ b) ______ 3. Homes a) ______ b) ______ 4. Colors a) ______ b) ______ 5. Bodies of water a) ______ b) ______

Skill Description	Criterion Referenced Items	Samp
3610 Classifying written phrases	Given five lists of three written phrases the pupil will select from six given words the one which best describes the phrases in each group with at least 80% overall accuracy.	Read the phrases in from the list at the the phrases. 1. an arithmetic pr a reading lesson a spelling drill 2. a brown bench a high stool a stuffed chair 3. the corner groc a shoe shop a vegetable mar 4. a large policema a cheerful pilot a careful nurse 5. the noisy bike a bouncy yo-yo ten jacks and a vegetables seats toys
3611 Classifying words in a written selection	Given a short story containing five details each on two given topics, the pupil will classify the two words that refer to the given topics. Accuracy level is 80%.	Read the story bel paragraph that ref below. Write the Ten ants ran another, "Let's m look for food." The two ants s were so small that little boy was play see the tiny ants.

(Continued)

	Criterion Referenced Items	Sample Test Items
n phrases	Given five lists of three written phrases the pupil will select from six given words the one which best describes the phrases in each group with at least 80% overall accuracy.	Read the phrases in each row. Choose a word from the list at the bottom that best describes the phrases. 1. an arithmetic problem a reading lesson a spelling drill ____________ 2. a brown bench a high stool a stuffed chair ____________ 3. the corner grocery a shoe shop a vegetable market ____________ 4. a large policeman a cheerful pilot a careful nurse ____________ 5. the noisy bike a bouncy yo-yo ten jacks and a ball ____________ vegetables seats toys stores schoolwork workers
s in a	Given a short story containing five details each on two given topics, the pupil will classify the two words that refer to the given topics. Accuracy level is 80%.	Read the story below. Locate five words in the paragraph that refer to the two topics given below. Write them under the topic. Ten ants ran round an ant hill. One said to another, "Let's move away from this hole. Let's look for food." The two ants started out on their hunt. They were so small that they could hardly be seen. A little boy was playing in the yard. He did not see the tiny ants. His big rubber ball bounced

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample Tes
Skill (Continued)		away from him. He ran t He stepped on the ants an Three more ants beca go out to meet the world, they ran. They crossed a climbed tall trees. A hur but they didn't see him! ate the ants. Five ants played arou became of our brothers?" "We had better stay here, safe here. We don't know home. Let's stay safe!" 1. Five number words fo ________ ________ ________ ________ ________ 2. Five size words found ________ ________ ________ ________ ________

(Continued)

Criterion Referenced Items	Sample Test Items
	away from him. He ran to get the ball. "Slap!" He stepped on the ants and killed them. Three more ants became restless. "Let's go out to meet the world," they said. So off they ran. They crossed a wide field. They climbed tall trees. A hungry robin saw the ants, but they didn't see him! "Slurp." The robin ate the ants. Five ants played around the ant hill. "What became of our brothers?" they asked each other. "We had better stay here," they decided. "It's safe here. We don't know what's beyond our home. Let's stay safe!"

1. Five number words found in the story are:

____

____

____

____

____

2. Five size words found in the story are:

____

____

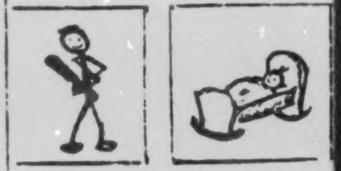
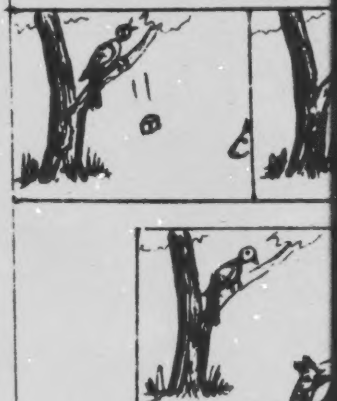
____

____

____

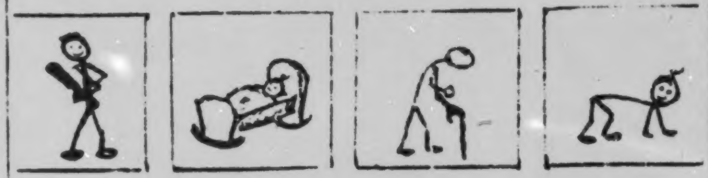
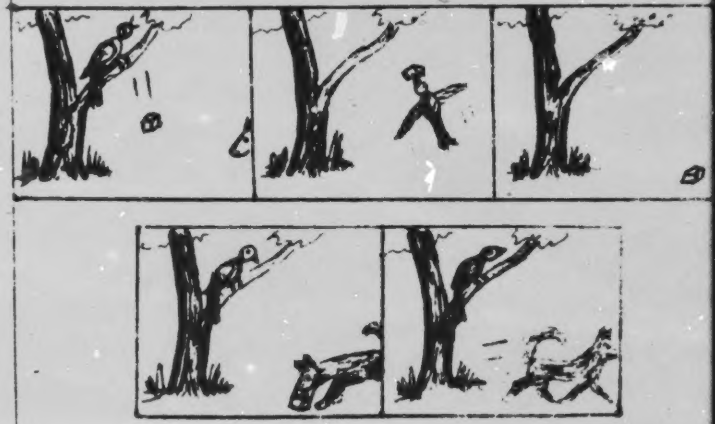
CS-38
Comprehension Skills (Continued)

Relationships - Time (Sequence)

Skill Description	Criterion Referenced Items	Sample
3612 Arranging pictures in sequential order	Given a set of four pictures, the student will arrange them in a logical sequence with 100% accuracy.	What happened first in Arrange these picture 
3613 Recalling sequence of events in a story presented orally	Given oral presentation of a story and five pictures, the student will listen to the story then arrange the pictures sequentially according to story events. Accuracy level is 80%.	Listen carefully to thi what happened and wh Suggested story: T Arrange the pictures happened. 

lls (Continued)

Relationships - Time (Sequence)

tion	Criterion Referenced Items	Sample Test Items
tures in ler	Given a set of four pictures, the student will arrange them in a logical sequence with 100% accuracy.	What happened first in this person's life? Arrange these pictures to tell the story. 
uence of ory presented	Given oral presentation of a story and five pictures, the student will listen to the story then arrange the pictures sequentially according to story events. Accuracy level is 80%.	Listen carefully to this story so you will know what happened and when it happened. Suggested story: The Fox and the Crow (fable) Arrange the pictures to show when the events happened. 

Skill Description	Criterion Referenced Items	
3614 Orally sequencing events in a story	Given oral presentation of a short story followed by oral presentation of five sets of two events, the student will give the correct sequential order for each of the five events. Accuracy level is 80%.	Listen careful will know whe story: The An Which happen 1. The gr 2. The gr Which happen 1. The an 2. The gr Which happen 1. The an 2. The an Which happen 1. The an 2. The an the Which happen 1. The gr 2. The gr
3615 Recognizing sequence in written language	Given five pairs of written sentences, the student will draw upon his experiences to indicate which sentence of the pair logically comes first and which sentence comes last. Accuracy level is 80%.	Write 1 on th which of the t first. Write show which o came next. ___ Tom had ___ Tom ate ___ Sue got a ___ Mother w birthd

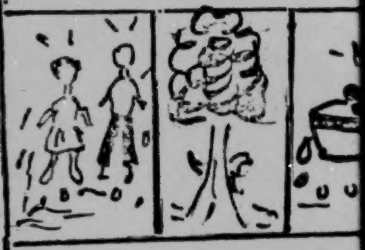
cription	Criterion Referenced Items	Sample Test Items
quencing events	Given oral presentation of a short story followed by oral presentation of five sets of two events, the student will give the correct sequential order for each of the five events. Accuracy level is 80%.	Listen carefully to the story and read so y will know when an event took place. Sugge story: The Ant and the Grasshopper (a fabl Which happened first: 1. The grasshopper could find no food. 2. The grasshopper danced. Which happened first: 1. The ant gathered food. 2. The grasshopper was hungry. Which happened last: 1. The ant was warm and comfortable. 2. The ant was busy gathering food. Which happened first: 1. The ant worked. 2. The ant would not share his food wit the grasshopper. Which happened last: 1. The grasshopper was cold. 2. The grasshopper was warm.
ing sequence in anguage	Given five pairs of written sentences, the student will draw upon his experiences to indicate which sentence of the pair logically comes first and which sentence comes last. Accuracy level is 80%.	Write 1 on the line by the sentence to show which of the two sentences happened or ca first. Write 2 on the line by the sentence show which of the two sentences happened came next. ___ Tom had a hot dog for lunch. ___ Tom ate two eggs for breakfast. ___ Sue got a new dress for her birthday. ___ Mother went to the store to get Sue's birthday gift.

Skill Description	Criterion Referenced Items	Sampl
3615 (Continued)		___Jack learned to ___Jack rode his b ___Bob ate ten coo ___Bob was sick. ___It rained. ___There were da
3616 Manipulating pictures to identify sequence in written language	Given a written story and presented with a set of five illustrations about the events in the story, the student will arrange the illustrations in a sequence identical with the story. Accuracy level is 80%	Read the Story car Tippy's bath. TIP Jim and Kim First they moved The used the hose They got a bar of it was time to find "Come Tippy, shouted Kim. Tip hiding. He did not Jim and Kim At last they spied Jim grabbed Tippy tub. Splash! Tippy Tippy jumped out "Oh dear!" c "So am I" sai bath!"

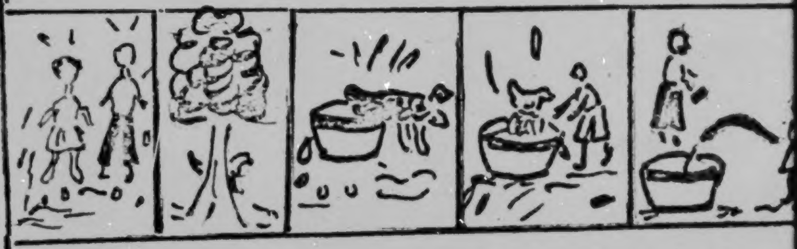
Continued)

	Criterion Referenced Items	Sample Test Items
		___Jack learned to walk. ___Jack rode his bicycle. ___Bob ate ten cookies ___Bob was sick. ___It rained. ___There were dark clouds in the sky.
tures to e in	Given a written story and presented with a set of five illustrations about the events in the story, the student will arrange the illustrations in a sequence identical with the story. Accuracy level is 80%	Read the Story carefully to find out about Tippy's bath. TIPPY'S BATH Jim and Kim wanted to give Tippy a bath. First they moved the dog's tub into the yard. The used the hose to fill the tub with water. They got a bar of soap and a large towel. Then it was time to find Tippy. "Come Tippy," called Jim. "Here Tippy," shouted Kim. Tippy did not come. Tippy was hiding. He did not want a bath. Jim and Kim hunted and hunted for Tippy. At last they spied the dog behind a big tree. Jim grabbed Tippy and carried him to the tub. Splash! Tippy landed in the water. Splash Tippy jumped out of the water. Away he ran. "Oh dear!" cried Kim, "I'm all wet!" "So am I" said Jim, "Tippy gave us bath!"

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3616 (Continued)		(After reading the st arrange the pictures they illustrate infor 
3617 Identifying the sequence of events in a written selection	Given a short written story the students will identify the correct answer for each of five written questions concerning five sequenced happenings in the story. Accuracy level is 80%	Read this story care The Adams fam Mother and Ann mad sandwiches. They p picnic basket. Next in the basket. Then basket. Bob carried the carefully placed the Bob put a jug of lem "Now we are re "Hurrah!" cheered Picnic!" Ann shout

Continued)

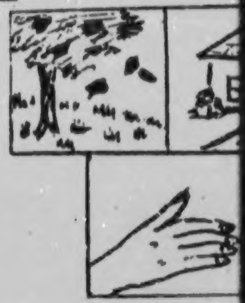
	Criterion Referenced Items	Sample Test Items
		(After reading the story have the student arrange the pictures in the order in which they illustrate information given in the selection. 
quence itten	Given a short written story the students will identify the correct answer for each of five written questions concerning five sequenced happenings in the story. Accuracy level is 80%	Read this story carefully. The Adams family was going on a picnic. Mother and Ann made peanut butter and jelly sandwiches. They put the sandwiches into the picnic basket. Next they put apples and grapes in the basket. Then the cookies were put in the basket. Bob carried the basket to the car. Dad carefully placed the basket in the back seat. Bob put a jug of lemonade beside the basket. "Now we are ready to go," said Dad. "Hurrah!" cheered Bob. "Hurrah for the Picnic!" Ann shouted.
1		

Skill Description	Criterion Referenced Items	Sa
3617 (Continued)		Have the student d correct answer wi 1. The first thing a) put the bask b) put apples in c) make peanut 2. The first picni a) apple and gr 3. The last foods a) apples and g 4. Dad put into th a) a jug of lem 5. The last thing a) the picnic b
3618 Sequencing ideas in written language	Given five simple written sentences containing events, which occur in a sequence, the pupil will draw upon his experiences to logically sequence the sentences. Accuracy level is 80%	Write a number (to tell in what or _____She planted t _____Mary cut so _____Mary bought _____The flowers _____The plants b

(Continued)

on	Criterion Referenced Items	Sample Test Items
		Have the student draw a line under the correct answer without referring to the story. 1. The first thing Mother and Ann did was a) put the basket in the car b) put apples in the basket c) make peanut butter and jelly sandwiches 2. The first picnic foods put into the basket we a) apple and grapes b) sandwiches c) cookies 3. The last foods put into the basket were a) apples and grapes b) sandwiches c) cookies 4. Dad put into the car a) a jug of lemonade b) the picnic baske c) Bob 5. The last thing Bob put into the car was a) the picnic basket b) fruit c) a jug of lemonade
s in ge	Given five simple written sentences containing events, which occur in a sequence, the pupil will draw upon his experiences to logically sequence the sentences. Accuracy level is 80%	Write a number (1-5) in front of each sentence to tell in what order each idea would happen _____She planted the seeds. _____Mary cut some flowers. _____Mary bought some flower seeds _____The flowers bloomed. _____The plants began to grow.

Relationships - Part - Whole

Skill Description	Criterion Referenced Items	Sampl
3619 Recognizing part-whole relationships in pictures	Given a picture containing a number of items or five pictures of single items, the student will answer five oral questions about the parts of a whole by verbally selecting the correct response from three choices. Accuracy level is 80%.	Study these pictures. the question I will a to all three possible  1. Part of a chair is a) heel 2. The thumb is part a) hand 3. Part of a house is a) wig 4. A leaf is a part o a) river 5. A wheel is part o a) fish
3620 Identifying part-whole relationships in written language	Given a short written descriptive selection naming parts of a whole the student will select from a choice of six items the five parts of an object or thing that are mentioned in the selection. Accuracy level is 80%.	Read the story caref the parts of the pet. A There was a pet seemed sleepy as he on his face. He mov carried him up the h small feet fit in betw now and then to eat

ills (Continued)

Relationships - Part - Whole

ption

part-whole
in pictures

art-whole
in written

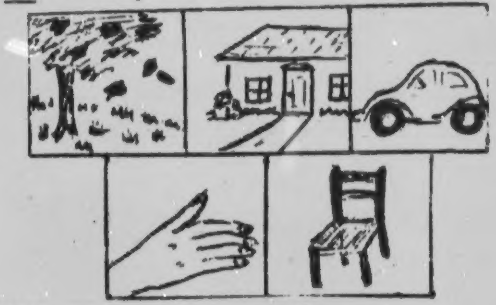
Criterion Referenced Items

Given a picture containing a number of items or five pictures of single items, the student will answer five oral questions about the parts of a whole by verbally selecting the correct response from three choices. Accuracy level is 80%.

Given a short written descriptive selection naming parts of a whole the student will select from a choice of six items the five parts of an object or thing that are mentioned in the selection. Accuracy level is 80%.

Sample Test Items

Study these pictures. Give me the answer to the question I will ask after you have listened to all three possible answers.



1. Part of a chair is the
   a) heel b) eye c) leg
2. The thumb is part of a
   a) hand b) box c) foot
3. Part of a house is a
   a) wig b) door c) sky
4. A leaf is a part of a
   a) river b) tree c) room
5. A wheel is part of a
   a) fish b) pond c) car

Read the story carefully to find the names of the parts of the pet.

A PET

There was a pet goat at the farm. His eyes
seemed sleepy as he looked through the long ha
on his face. He moved slowly as his small legs
carried him up the hill. He liked to climb. His
small feet fit in between the rocks. He stopped
now and then to eat some grass.

Skill Description	Criterion Referenced Items	Sample
3620 (Continued)		From the list of words parts of the goat that a story. Write them on numbered. legs 1. hair 2. arms 3. eyes 4. feet 5. face
3621 Determining part-whole relationships in written language	Given a simple written narrative selection describing an activity, the student will select from a choice of six words or phrases the activities that relate to the main idea of the story. Accuracy level is 80%.	Read the story to see zoo. A VISIT Ted and Dan liked the animals. First th swim. They always s pretty fish whose colo each time. The racco tree when the boys we Dan went on to look at bright feathers. The boys. The lions were about roaring. On th Ted and Dan got some feeding the elephants Check the things that zoo. _______ raccoon in the _______ eating peanuts _______ talking birds _______ ducks swimmi _______ catching fish _______ roaring lions

s (Continued)

ion

rt-whole

n written

Criterion Referenced Items

Given a simple written narrative selection describing an activity, the student will select from a choice of six words or phrases the activities that relate to the main idea of the story. Accuracy level is 80%.

Sample Test Items

From the list of words given below choose the parts of the goat that are mentioned in the story. Write them on the spaces that are numbered.

legs 1. ____________
hair 2. ____________
arms 3. ____________
eyes 4. ____________
feet 5. ____________
face

Read the story to see what the boys did at the zoo.

A VISIT TO THE ZOO

Ted and Dan liked to go to the zoo to see the animals. First they went to watch the ducks swim. They always stopped in to look at the pretty fish whose colors seemed to be different each time. The raccoons were high up in the tree when the boys went to see them. Ted and Dan went on to look at some birds with very bright feathers. The birds tried to talk to the boys. The lions were angry. They walked about roaring. On the way to see the elephants Ted and Dan got some peanuts. They had fun feeding the elephants and themselves, too!

Check the things that tell about the visit to the zoo.

_______ raccoon in the tree
_______ eating peanuts
_______ talking birds
_______ ducks swimming
_______ catching fish
_______ roaring lions

Relationships - Cause/Effect

Skill Description	Criterion Referenced Items	Sa
3622 Identifying the cause in a cause-effect relationship in spoken language	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the cause. Accuracy level is 80%.	Listen to these s something that ha 1. The wind blew What caused M 2. The sun melte What caused t 3. Libby caught a rainstorm. What caused L 4. Stan had a sto pizza. What caused S 5. Mrs. Jones w the telephone. Why did Mrs.
3623 Identifying the effect in a cause-effect relationship in spoken language	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the effect. Accuracy level is 80%.	Listen to these s Tell me the resul sentence. 1. The fire start What was the match? 2. Jane slipped o What resulted 3. The ca would of gas. What effect wa 4. Jack put suga them sweet. What happene strawberries? 5. The fog was s very far. What effect wa

Relationships - Cause/Effect

on	Criterion Referenced Items	Sample Test Items
ause in a lationship age	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the cause. Accuracy level is 80%.	Listen to these sentences to find the cause of something that happened. 1. The wind blew Mary's hat off. What caused Mary's hat to come off? 2. The sun melted the snowman. What caused the snowman to melt? 3. Libby caught a cold after she got wet in a rainstorm. What caused Libby's cold? 4. Stan had a stomach ache after eating a whc pizza. What caused Stan's stomach ache? 5. Mrs. Jones went into the house to answer the telephone. Why did Mrs. Jones go into the house?
ffect in a lationship age	Given oral presentation of five simple sentences that contain a cause and effect situation, the student will verbally identify the effect. Accuracy level is 80%.	Listen to these sentences as I read them to y Tell me the result of the first action in each sentence. 1. The fire started after Tom struck a match What was the effect of Tom's striking a match? 2. Jane slipped on some ice and broke her le What resulted from Jane's slipping on the 3. The car would not start because it was out of gas. What effect was caused by the lack of gas? 4. Jack put sugar on the strawberries to mak them sweet. What happened when Jack put sugar on the strawberries? 5. The fog was so thick that we could not see very far. What effect was caused by the thick fog?

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3624 Selecting the cause in a cause/effect relationship in written language	Given five simple written sentences that imply a cause and effect situation but have the cause missing, the student will select from a choice of six words or phrases the cause that is missing from each sentence. The accuracy level is 80%.	Read the sentences, from the bottom of the thing that happe 1. After ________ t 2. ________ made t 3. He was late beca 4. It was ________ 5. The ________ m Write the correct w so cold the heavy traffic the rain
3625 Selecting the effect in a cause-effect relationship in written language	Given five simple written sentences that contain a cause and effect situation and have the effect missing, the student will select from a choice of six words or phrases the effect that is missing in each sentence. Accuracy level is 80%.	Read the sentence t what happened. 1. Tom was so hun 2. The little girl ra 3. The dog ________ 4. Joe's friends ____ 5. Ben ________ From the words be tell what happened sentence. Write th turned on the light ate some pie barked

ontinued)

	Criterion Referenced Items	Sample Test Items
in a nship	Given five simple written sentences that imply a cause and effect situation but have the cause missing, the student will select from a choice of six words or phrases the cause that is missing from each sentence. The accuracy level is 80%.	Read the sentences. Choose the word or words from the bottom of the page that tell what caused the thing that happened in each sentence. 1. After ________ the grass was wet. 2. ________ made the roads icy. 3. He was late because of ________. 4. It was ________ that Fred wore his coat. 5. The ________ melted the candle. Write the correct word or words in the blanks. so cold the heavy traffic the rain hot sun cold, wet snow pink roses
in a nship	Given five simple written sentences that contain a cause and effect situation and have the effect missing, the student will select from a choice of six words or phrases the effect that is missing in each sentence. Accuracy level is 80%.	Read the sentence to see if you can determine what happened. 1. Tom was so hungry he ____________. 2. The little girl ran so fast she ____________. 3. The dog ____________ at the noise. 4. Joe's friends ____________ for his birthday. 5. Ben ____________ when it got dark. From the words below choose the words that tell what happened because of something in the sentence. Write the correct object in the blanks turned on the light ate some pie barked played ball fell down gave a party

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3626 Determining cause and effect relationships in written language	Given a written list of five causes and a written list of six effects, the student will select the five effects that go with the five causes. Accuracy level is 80%.	Read the list in Co B. Put the letter the thing in Colum Column A (causes) _____ cloud _____ clown _____ cold _____ fall _____ match
3627 Selecting cause and effect relationships in written language	Given a short written selection containing five cause and effect situations the student will indicate the cause and the effect of the five situations. Accuracy level is 80%.	Read the story. The children softball in Stan J fun. Then a bee got out of the gam ball so hard it bro the way to see the rock and hurt his out with some lem children sat down talked about how t fixed. Suddenly i ran into the house Find at least five story and the thin List the happenin causes beside the Cause

Continued

	Criterion Referenced Items	Sample Test Items
e and ps in	Given a written list of five causes and a written list of six effects, the student will select the five effects that go with the five causes. Accuracy level is 80%.	Read the list in Column A. Then read Column B. Put the letter of the word in Column B by the thing in Column A that might cause it.
nd effect ritten	Given a short written selection containing five cause and effect situations the student will indicate the cause and the effect of the five situations. Accuracy level is 80%.	Read the story.

Column A (causes)	Column B (effects or results)
____ cloud	a. laughter
____ clown	b. fire
____ cold	c. broken arm
____ fall	d. call
____ match	e. sneeze
	f. rain

Read the story.

The children on Green Street were playing softball in Stan Jones' yard. They were having fun. Then a bee made Jack's hand hurt and he got out of the game. About that time Sam hit a ball so hard it broke a neighbor's window. On the way to see the window Tom tripped over a rock and hurt his foot. Then Mrs. Jones came out with some lemonade and cookies. So the children sat down under the tree to eat. They talked about how they would get the window fixed. Suddenly it began to rain. The children ran into the house. No more ball game that day

Find at least five things that happened in the story and the things that caused them to happen. List the happenings in one column. List the causes beside the happenings in another column

Cause	Effect

Skill Description	Criterion Referenced Items	Samp
3c78 Recognizing the main idea from spoken language	Given oral presentation of five short selections, the pupil will select from two choices for each selection the one that best illustrates the main idea. Accuracy level is 80%.	Listen to the story the phrase or sente story is about (the 1. Mother Duck we Duck. She watched young duck did not Duck told Baby Duc straight. Baby Du Mother Duck wante him how. ____ Teaching a yo ____ Watching duck 2. It was April fir He pointed to her a a bug!" She screa run. Then she sav her arm. But she John. ____ Seeing a bug ____ Playing a tri 3. Everyone likes liked to get a new could get another used. The breakf the box the family her dish, out cam could have fun pla ____ Finding a bo ____ Getting the p

ontinued)

	Criterion Referenced Items	Sample Test Items
ain idea age	Given oral presentation of three short selections, the pupil will select from two choices for each selection the one that best illustrates the main idea. Accuracy level is 80%.	Listen to the story I will read. Then tell me the phrase or sentence that tells what the story is about (the main idea). 1. Mother Duck went for a walk with Baby Duck. She watched Baby Duck walk. The young duck did not walk very well. Mother Duck told Baby Duck that he should walk straight. Baby Duck said he would walk as Mother Duck wanted him to if she would show him how. ____ Teaching a young duck to walk ____ Watching ducks 2. It was April first. John looked at his sister. He pointed to her arm and said, "Oh, there is a bug!" She screamed and jumped up ready to run. Then she saw that there was no bug on her arm. But she did not run. She ran after John. ____ Seeing a bug ____ Playing a trick 3. Everyone likes nice surprises. Ann always liked to get a new box of breakfast food. She could get another prize each time the box was used. The breakfast food was almost gone in the box the family was using. As Ann filled her dish, out came a small red whistle. She could have fun playing school traffic cop. ____ Finding a box ____ Getting the prize

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	San
3628 (Continued)		4. Patty wanted to she wanted mo If she could ma some almost a milk and other mother helped together. She as it was cooki enough she put thought it was Her mother sa ____ Learning ____ Making ca 5. It takes most d trick. It is be dog a trick. H needs to know him. The plac quiet. The dog remember wha trick at a time. what you want ____ Teaching ____ Having a
3629 Identifying the main idea in written language	After reading five short selections, the pupil will select from three statements the one that best expresses the main idea. Accuracy level is 80%.	Read each story t the line in front o what the story is 1. The rabbits th for their new baby found a name that ____a. The rabbit ____b. The rabbit ____c. The rabbit

ntinued)

	Criterion Referenced Items	Sample Test Items
		4. Patty wanted to learn to cook. The things she wanted most to learn to make was candy. If she could make candy, she could have some almost any time. She got the sugar, milk and other things she needed. Her mother helped her read how to put the things together. She learned how to stir the candy as it was cooking. When it had cooked enough she put it in a pan to cool. Patty thought it was the best candy she ever ate. Her mother said it was good, too. ____ Learning to read cookbooks ____ Making candy 5. It takes most dogs a long time to learn a trick. It is best for one person to teach a dog a trick. He likes a kind voice. He needs to know the person teaching him loves him. The place to work with him should be quiet. The dog should be old enough to remember what you say. Teach him one trick at a time. Most dogs will try to do what you want them to do if they can. ____ Teaching tricks ____ Having a dog
idea	After reading five short selections, the pupil will select from three statements the one that best expresses the main idea. Accuracy level is 80%.	Read each story to yourself. Put a check on the line in front of the sentence that best tells what the story is about. 1. The rabbits thought and thought of names for their new baby. At last Mr. Ground Hog found a name that pleased them all. ____a. The rabbits had a new baby ____b. The rabbits named the new baby ____c. The rabbits pleased Mr. Ground Hog

CS-50
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
3629 (Continued)		2. Baby Elephant circus. She calle me! I don't want ____a. Baby Elep ____b. Baby Elep ____c. Baby Elep 3. Do you know w rains? The air i sun comes out. T drops. The sunli we see the colors ____a. The sun s ____b. **The sunlig** **rainbo** ____c. The sky n 4. Wind is air m moves, the stron slow moving wind hurricane is a wi fast. ____a. Air movin ____b. Wind is s ____c. **Wind is in** 5. Ostriches are tall but they som When the are afr This does not see ____a. Sometime smar ____b. Ostriches ____c. Ostriche

Continued)

Criterion Referenced Items

Sample Test Items

2. Baby Elephant wanted to go back to the circus. She called to the leader, "Wait for me! I don't want to be late."
____a. Baby Elephant was lost.
____b. Baby Elephant didn't like the circus.
____c. Baby Elephant wanted to be on time.

3. Do you know why we see a rainbow after it rains? The air is full of raindrops. Then th sun comes out. The sunbeams hit these raindrops. The sunlight is bent. When we look up we see the colors of the rainbow in the sky.
____a. The sun shines on rain.
____b. **The sunlight on raindrops makes a rainbow.**
____c. The sky makes rainbows.

4. Wind is air moving. The faster the air moves, the stronger the wind is. A gentle, slow moving wind is called a breeze. A hurricane is a wind that is moving very, very fast.
____a. Air moving makes wind.
____b. Wind is still.
____c. **Wind is in the** sky

5. Ostriches are funny birds. They are big a tall but they sometimes become frightened. When the are afraid, they run around in circle This does not seem a smart thing to do, does
____a. Sometimes big ostriches do not seem smart
____b. Ostriches live far from us.
____c. Ostriches are tall.

Skill Description	Criterion Referenced Items	Sam
3630 Identifying the main idea in the context of a written selection	After reading five short paragraphs in which the main idea is expressed in a key sentence of the paragraph, the pupil will identify the key sentence that contains the main idea of each paragraph. Accuracy level is 80%.	Read each paragra key sentence that c paragraph. 1. T Parakeets are talk. By listening They love people. Some learn lots of 2. Ch Many people go tree in the woods. or spruces. These People like the sm 3. A Did you know th They have strong c have a black band a band makes them l exactly what a racc like chicken, eggs 4. C Bill looked to s had. He could tell almost out of gas. few miles down the get to it in time. V station he smiled. man to "fill it up."

ontinued)

	Criterion Referenced Items	Sample Test Items
idea ritten	After reading five short paragraphs in which the main idea is expressed in a key sentence of the paragraph, the pupil will identify the key sentence that contains the main idea of each paragraph. Accuracy level is 80%.	Read each paragraph. Draw a line under the key sentence that contains the main idea of the paragraph. 1. Talking Birds Parakeets are little birds that can learn to talk. By listening to people they learn to talk. They love people. They cheep and chatter. Some learn lots of words. 2. Christmas Trees Many people go hunting for their Christmas tree in the woods. They look for pines, firs, or spruces. These trees stay green all year. People like the smell of evergreens at Christma 3. A Robber Animal Did you know that raccoons are very clever? They have strong claws and use them well. They have a black band across their faces. This band makes them look like a robber. This is exactly what a raccoon is! They steal things like chicken, eggs and corn. 4. Getting Gas Bill looked to see how much gas the car had. He could tell that his automobile was almost out of gas. There was a gas station a few miles down the road. Bill hoped he could get to it in time. When he drove into the filling station he smiled. He was happy to tell the man to "fill it up."

Skill Description	Referenced Items	
3630 (Continued)		5. It was Sat were going to very excited a in the mirror perfect. Pan in the Home S
3631 Supplying the title for a written selection	After reading two short selections the pupil will write a title for each. Accuracy level is 100%	Read these tw for each of th page.

s Continued)

ion	Referenced Items	Sample Test Items
		5. The Fair It was Saturday. Pan and her family were going to the State Fair. She was very excited as she dressed. She looked in the mirror to make sure she looked perfect. Pan had entered her pink apron in the Home Show.
itle for a ion	After reading two short selections the pupil will write a title for each. Accuracy level is 100%	Read these two stories. Write a title for each of the stories. (See the next page.

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Samp
3631 (Continued)		1. Besides puttin have to give h or hurt. They people who ar know how to d in breathing. 2. The full moon the sky. But any light of it back the light you hold a mi catches the su the way the m

(Continued)

n	Criterion Referenced Items	Sample Test Items
		1. Besides putting out the fire, the fireman have to give help to people who are burned or hurt. They must know how to help people who are choked by smoke. They know how to do this by giving them help in breathing. 2. The full moon shines like a bright ball in the sky. But the moon does not give off any light of its own. It shines by sending back the light it gets from the sun. If you hold a mirror to the sun, the mirror catches the sunlight and shines. This is the way the moon shines.

CS-54
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
3632 Identifying important ideas in a written selection	Given a short written selection the pupil will indicate five important ideas in the selection that should be included in a summary of it. Accuracy level is 80%.	Read the article. T ideas from the phra included in a summ W A long time ago who worked in the f did their work by h jacks, had to use a work was very har in the woods, so it ____ bright colors ____ work by hand ____ woodcutters ____ making wood ____ long ago ____ our country
3633 Selecting ideas to include in a summary	After reading a short written selection, the pupil will select five important ideas to include in a summary of the selection. Accuracy level is 80%.	Read the article. ideas which might the selection.

(Continued)

n	Criterion Referenced Items	Sample Test Items
rtant ideas ction	Given a short written selection the pupil will indicate five important ideas in the selection that should be included in a summary of it. Accuracy level is 80%.	Read the article. Then mark the five important ideas from the phrases given that should be included in a summary of the articles. WOODCUTTERS A long time ago all the men in our country who worked in the forests cutting down the trees did their work by hand. These men, or lumberjacks, had to use axes or crosscut saws. Their work was very hard. They work bright colors in the woods, so it would be easy to see them. ____ bright colors ____ work by hand ____ woodcutters ____ making wood ____ long ago ____ our country
to include	After reading a short written selection, the pupil will select five important ideas to include in a summary of the selection. Accuracy level is 80%.	Read the article. Then write five important ideas which might be included in a summary of the selection.

Skill Description	Criterion Referenced Items	Sample T
3633 (Continued)		A Storm We had a spring heard a low rumble o became louder. It ro Lightning raced a dark cloud. The th sky grew darker. Li The wind began t branches bend. Leav wind. The wind lifte It banged loudly as it Then the rain ca windows. It ran off Puddles of water for The lightning flashed. The wind swirled and from the sky. Suddenly it becan The wind quieted. T went away. The stor List five ideas you re 1. 2. 3. 4. 5.

Criterion Referenced Items	Sample Test Items

A Storm In Spring

We had a spring storm last night. First we heard a low rumble of thunder. The thunder became louder. It roared and boomed.

Lightning raced across the sky. It lit up a dark cloud. The thunder sounded louder. The sky grew darker. Lightning lit up the sky.

The wind began to blow. It made tree branches bend. Leaves danced around in the wind. The wind lifted the lid of a garbage can. It banged loudly as it hit the ground.

Then the rain came. It beat hard against the windows. It ran off of the roof in a stream. Puddles of water formed on the sidewalk. The lightning flashed. The thunder roared. The wind swirled and whirled. The rain poured from the sky.

Suddenly it became quiet. The rain stopped. The wind quieted. The thunder and lightning went away. The storm was over.

List five ideas you received from story.

1.
2.
3.
4.
5.

Skill Description	Referenced Items	Sample T
3634 Summarizing a selection	Given a short written selection containing at least five important ideas or events, the pupil will write a one or two sentence summary of the selection including the essence of the five important ideas. Four of the five ideas must be included for an accuracy level of 80%.	Read the selection. ideas in the selectio write a summary in include the five idea TORNA One of the w our earth is a torna large cities, many p Houses and building uprooted and fall on Sometimes t and horses are kille ground. Barns and tornadoes strike, li wires fall and teleph Sometimes people c they cannot phone o As soon as a hurry to help those men dig into the rui Workmen with saws fallen trees. Other roads. Doctors and who is hurt. Neighb who need somewher Everyone pitches in Weathermen near. When we hea for cover. If we ta can be saved from i

Referenced Items

Given a short written selection containing at least five important ideas or events, the pupil will write a one or two sentence summary of the selection including the essence of the five important ideas. Four of the five ideas must be included for an accuracy level of 80%.

Sample Test Items

Read the selection. Check five of the important ideas in the selection from the list below. Then write a summary in one or two sentences and include the five ideas you checked.

TORNADOES

One of the worst things that can happen on our earth is a tornado. When tornadoes happen in large cities, many people may be killed or hurt. Houses and buildings are knocked down. Trees ar uprooted and fall on rooftops and automobiles.

Sometimes tornadoes hit farms. Cows and horses are killed. Plants are torn from the ground. Barns and houses are damaged. When tornadoes strike, lights often go out. Telephone wires fall and telephones poles are toppled. Sometimes people cannot get help easily because they cannot phone or signal.

As soon as a tornado leaves, many people hurry to help those in need. Policemen and fire men dig into the ruins to find trapped people. Workmen with saws and axes come to chop away fallen trees. Others move trash and litter from roads. Doctors and nurses standby to treat any who is hurt. Neighbors open their homes to peopl who need somewhere to stay and something to ea Everyone pitches in to help those in need.

Weathermen can tell us when a tornado is near. When we hear their alarm we should run for cover. If we take cover in a safe place, we can be saved from injury.

____

____

____

____

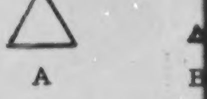
____

3000-4000 COMPREHENSION SKILLS

CS 4000 Inferential Comprehension

General Objective

Given continuous systematic instruction in inferential comprehension emphasizing making comparisons and contrasts, cause and effect reasoning, forming judgments, predicting outcomes, drawing conclusions, distinguishing fact from opinion, sensing motives and forming generalizations, the pupil will demonstrate his ability in these areas by completing the criterion referenced items with at least 80% accuracy.

Skill Description	Criterion Referenced Items	Sam
*4001 Orally comparing pictured items	Given five sets of three pictured items the pupil will orally compare the items according to verbal questions. Accuracy level is 80%.	Examine the pictur alike. Then listen your answer. 1. Look at figures What is the size and C? 

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* Prerequisites for this item are Perception Skills 2105 and 2106.

3000-4000 COMPREHENSION SKILLS

CS 4000 Inferential Comprehension

General Objective

Given continuous systematic instruction in inferential comprehension emphasizing making comparisons and contrasts, cause and effect reasoning, forming judgments, predicting outcomes, drawing conclusions, distinguishing fact from opinion, sensing motives and forming generalizations, the pupil will demonstrate his ability in these areas by completing the criterion referenced items with at least 80% accuracy.

iption

aring pictured

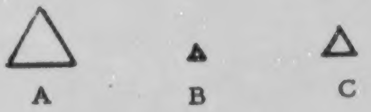
Criterion
Referenced Items

Given five sets of three pictured items the pupil will orally compare the items according to verbal questions. Accuracy level is 80%.

Sample Test Items

Examine the pictures below. See how they are alike. Then listen to my question. Tell me your answer.

1. Look at figures A, B and C.
   What is the size of B as compared with A and C?



or this item are Perception Skills 2105 and 2106.

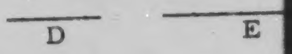
Skill Description

4001 (Continued)

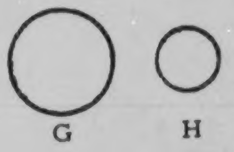
Criterion Referenced Items

Sample

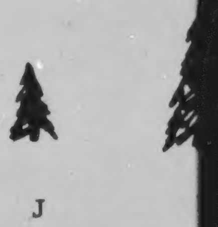
2. Look at lines D, E a
How does F compar



3. Look at figures G,
What is the size of
and I?



4. Look at J, K and L
What is the size of
and K?



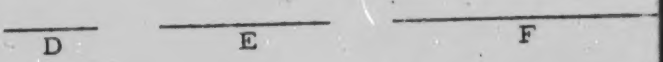
(Continued)

on

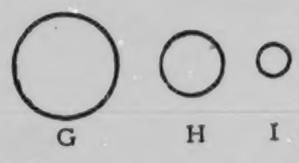
Criterion Referenced Items

Sample Test Items

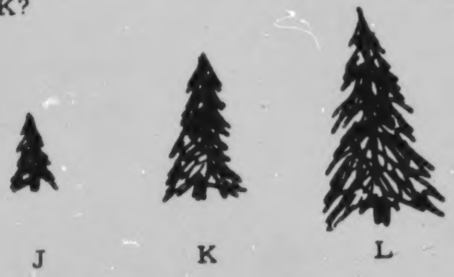
2. Look at lines D, E and F.
How does F compare with D and E?



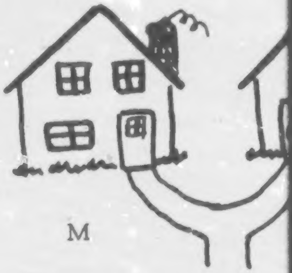
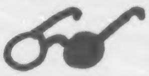
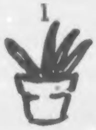
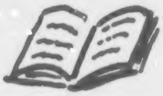
3. Look at figures G, H and I.
What is the size of G as compared with H and I?



4. Look at J, K and L.
What is the size of L as compared with J and K?



Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
4001 (Continued)		5. Look at figures M, How are thev alike  M
4002 Orally contrasting pictured items	Given five sets of two pictured items the pupil will orally contrast the items according to given instructions. Accuracy level is 80%.	Look at the pictures they are different. you discover. A. 1  How is figure 2 d B. 1  How does picture C. 1  How are 1 and 2

lls (Continued)

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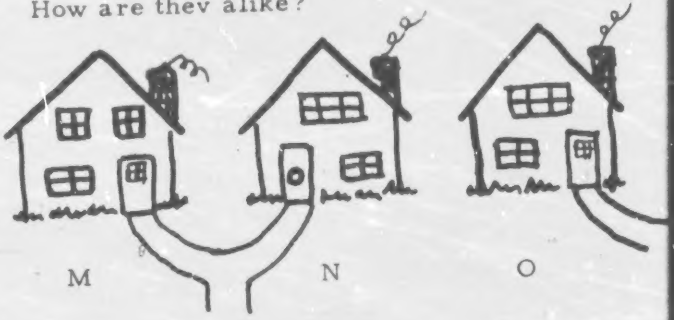
Criterion
Referenced Items

Given five sets of two pictured items the pupil will orally contrast the items according to given instructions. Accuracy level is 80%.

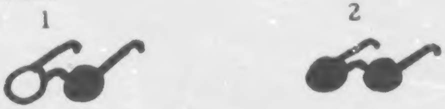
Sample Test Items

5. Look at figures M, N and O.
How are thev alike?



Look at the pictures below to see in what ways they are different. Tell me the differences you discover.

A.

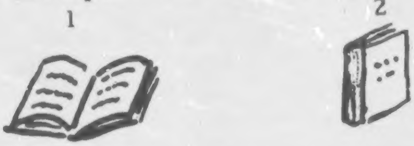


How is figure 2 different from figure 1?

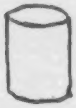
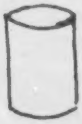
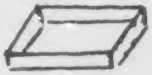
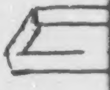
B.

How does picture 1 differ from picture 2?

C.



How are 1 and 2 different?

Skill Description	Criterion Referenced Items	Sample T
4002 (Continued)		D. 1 How are 1 and 2 diff E. 1  How are figures 1 a
*4003 Selecting written comparative phrases for pictured items	Given five sets of two picture items and three written comparative phrases for each, the pupil will select the phrase which notes an accurate comparison of the two pictured items. Accuracy level is 80%.	Look at each set of pict compare. Then read th the pictured items. Pl of the phrase which giv son. 1. A  2. A  B 

* Prerequisites for this item are Perception Skills 2105 and 2106.

(Continued)

n

n compara-

pictured

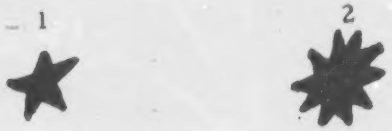
Criterion
Referenced Items

Given five sets of two picture items and three written comparative phrases for each, the pupil will select the phrase which notes an accurate comparison of the two pictured items. Accuracy level is 80%.

is item are Perception Skills 2105 and 2106.

Sample Test Items

D.



How are 1 and 2 different?

E.

How are figures 1 and 2 different?

Look at each set of pictures to see how they compare. Then read the three phrases beside the pictured items. Place a check (✓) in front of the phrase which gives an accurate comparison.

1.

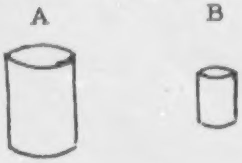


Figure A is:
1. the same size as B
✓2. taller than B
3. shorter than B

2.

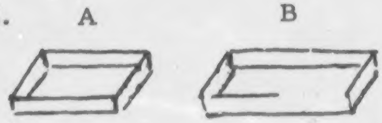
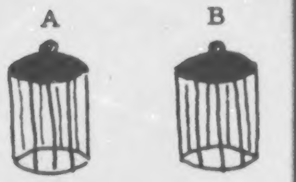
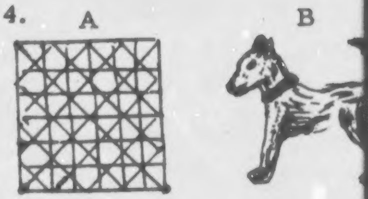
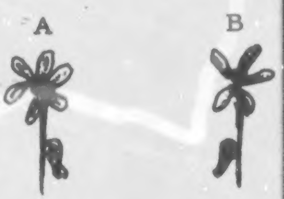


Figure B is:
1. shorter than A
2. the same size as A
3. longer than A

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample Tes
4003 (Continued)		3.  4.  5. 
4004 Noting comparisons and contrasts in written material	Given a short written selection containing comparisons and contrasts and five specific questions concerning the comparisons and contrasts, the student will silently read the selection then respond in writing to the questions raised. Accuracy level is 80%.	Read this selction to your answers to the questions question. The seasons Spring different. In Spring the grows tall. In the Fall i The leaves on the trees t orange in the Fall before In Spring, they are brigh and bloom in the Spring up and die. Spring and

Continued)

ns and

en

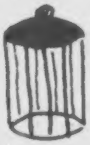
Criterion Referenced Items

Given a short written selection containing comparisons and contrasts and five specific questions concerning the comparisons and contrasts, the student will silently read the selection then respond in writing to the questions raised. Accuracy level is 80%.

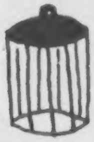
Sample Test Items

3.

A



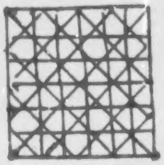
B



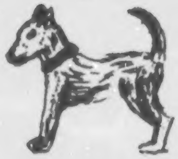
Figures A and B are:
1. exactly alike
2. totally different
3. more different than alike

4.

A



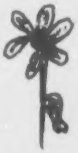
B



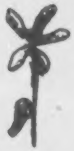
Figures A and B are:
1. the same height
2. B is taller than A
3. A is shorter than B

5.

A



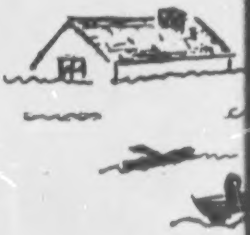
B



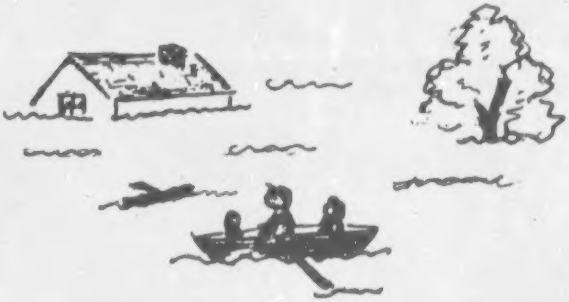
Figures A and B are:
1. exactly alike
2. alike in some ways
3. not at all alike

Read this selction to yourself. Write your answers to the questions on the lines after the question.

The seasons Spring and Fall are very different. In Spring the grass turns green and grows tall. In the Fall it becomes dry and brown. The leaves on the trees turn red, yellow and orange in the Fall before falling from the trees. In Spring, they are bright green. Flowers bud and bloom in the Spring but in the Fall they dry up and die. Spring and Fall are very different.

Skill Description	Criterion Referenced Items	Sample T
4004 (Continued)		1. What seasons are com 2. How are Spring flowe flowers? 3. How does Fall grass 4. How do Spring leaves 5. How does Spring diffe
4005 Expressing causes from a picture effect	Given a picture indicating an effect, the pupil will examine the picture and offer five possible causes. Accuracy level is 80%.	Study the picture below. as you can that could ha 

Continued)

	Criterion Referenced Items	Sample Test Items
		1. What seasons are compared and contrasted? 2. How are Spring flowers different from Fall flowers? 3. How does Fall grass differ from Spring grass? 4. How do Spring leaves differ from Fall leaves? 5. How does Spring differ from Fall?
es from	Given a picture indicating an effect, the pupil will examine the picture and offer five possible causes. Accuracy level is 80%.	Study the picture below. Tell me as many things as you can that could have caused this effect. 

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample T
4006 Inferring cause from effect in written language	Given five effects in the form of simple statements and three possible causes associated with each statement, the pupil will select the cause that makes the cause and effect principle meaningful. Accuracy level is 80%.	Read each statement. T causes of the effect. Pl front of the most likely 1. Mary held her bloody __a. She slipped and la ____b. She fell down and ____c. She had on new sh 2. Mother handed the gr ____a. She wanted to sav ____b. She bought grocer ____c. She was paying the 3. Jane blew out the can ____a. The cake was abou ____b. It was her birthda __ c. The candles cause 4. John's shoes were ve ____a. He had walked thr ____b. He stepped in mud ____c. He had played out 5. The baseball player a. He had struck out. b. He had hit a home c. He wanted to show
4007 Supplying cause or effect in sentences containing one element of the relationship	Given five statements, each of which contains a cause or an effect, the pupil will supply an appropriate effect or cause as required by the sentence. Accuracy level is 80%.	Read each sentence to y given, supply an approp effect is given, write th provided. 1. Mary put her glasses ____________________

(Continued)

n	Criterion Referenced Items	Sample Test Items
rom language	Given five effects in the form of simple statements and three possible causes associated with each statement, the pupil will select the cause that makes the cause and effect principle meaningful. Accuracy level is 80%.	Read each statement. Then read the possible causes of the effect. Place a check (✓) in front of the most likely cause. 1. Mary held her bloody knee and cried. ___a. She slipped and landed on her elbow. ___b. She fell down and cut her knee on a rock. ___ c. She had on new shoes. 2. Mother handed the grocer some money. ___a. She wanted to save the money. ___b. She bought groceries in his store. ___c. She was paying the doctor's bill. 3. Jane blew out the candles atop her cake. ___ a. The cake was about to catch fire. ___b. It was her birthday cake. ___ c. The candles caused the ice cream to melt. 4. John's shoes were very muddy. ___a. He had walked through dry sand. ___ b. He stepped in mud puddles. ___c. He had played outdoors all day. 5. The baseball player ran around the bases. a. He had struck out. b. He had hit a home run. c. He wanted to show off his new suit.
or effect taining he	Given five statements, each of which contains a cause or an effect, the pupil will supply an appropriate effect or cause as required by the sentence. Accuracy level is 80%.	Read each sentence to yourself. If a cause is given, supply an appropriate effect. If an effect is given, write the cause on the line provided. 1. Mary put her glasses on because ____________ ______________________________________.

CS-64
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sampl
4007 (Continued)		2. The dog scratche 3. Bob asked Mothe ready because___ 4. Jan turned the TV 5. James took off hi
4008 Forming oral judgments from written selections	Given five short written selections in which a character's actions are either wise or foolish, the pupil will silently read the selections then tell whether the act was a wise or a foolish one. Accuracy level is 80%.	Read each selection the act that was done was wise or foolish. 1. John parked his b started across the bottle. "Someone on this broken bot I had better pick i can. Then nobody Was John's act wi 2. Many, many year there lived a boy called Silly Billy One day Billy's m market to buy a p very hot summer two miles from B happy, so he did the way home Bil is getting very he I'll carry it on m last mile with the he reached home

kills (Continued)

iption	Criterion Referenced Items	Sample Test Items
		2. The dog scratched at the closed door becaus 3. Bob asked Mother when supper would be ready because ____ 4. Jan turned the TV on because ____ 5. James took off his shoes because ____
l judgments n selections	Given five short written selections in which a character's actions are either wise or foolish, the pupil will silently read the selections then tell whether the act was a wise or a foolish one. Accuracy level is 80%.	Read each selection to yourself. Think about the act that was done. Tell me whether the act was wise or foolish. 1. John parked his bike beside the curb. As h started across the sidewalk he saw a broken bottle. "Someone might fall and cut himself on this broken bottle," he said half aloud. I had better pick it up and put it in the trash can. Then nobody will get hurt." Was John's act wise or foolish? 2. Many, many years ago in a far away land there lived a boy named Billy. He was ofte called Silly Billy because he did silly things One day Billy's mother sent him to the town market to buy a pound of butter. It was a very hot summer day and the town market w two miles from Billy's home. Billy was ve happy, so he did not mind the long walk. O the way home Billy grew tired. "This butte is getting very heavy," he decided. "I think I'll carry it on my head. Billy walked the last mile with the butter on his head. Befor he reached home the butter had melted.

Skill Description	Criterion Referenced Items	Samp
4008 (Continued)		Was Billy's act v 3. There was a wom than anything els of ways to get mo not think of steal better ways of ge One day as she w two women. "Ho some money?" o "Me? Make mon "Yes." The three women tell you what to d "Do you have ten "Yes." "We can make yo hundred. "How?" "Just give us you take it to the ban out we will give your ten." "I love money!" I want one hundr Take it. I'll wa Were the woman

(Continued)

n	Criterion Referenced Items	Sample Test Items
		Was Billy's act wise or foolish? 3. There was a woman who loved money more than anything else. She was always thinking of ways to get more money. Oh no, she would not think of stealing! She tried to think of better ways of getting money. One day as she walked to the bank she met two women. "How would you like to make some money?" one woman asked her. "Me? Make money?" she asked. "Yes." The three women looked at each other. "We'll tell you what to do," one said to the woman. "Do you have ten dollars with you?" "Yes." "We can make your ten dollars grow to one hundred. "How?" "Just give us your ten dollars and we will take it to the bank next door. When we come out we will give you one hundred dollars for your ten." "I love money!" the woman exclaimed. "Yes I want one hundred dollars instead of ten. Take it. I'll wait here for you to return." Were the woman's actions wise or foolish?

Skill Description	Criterion Referenced Items	San
4008 (Continued)		4. Two dogs barke be fussing at ea "What's all the wisest of all do "We both saw th say it's mine b should we do? Mr. Wise Dog he said, "Give gave the bone t Mr. Wise Dog parts. "Rex," Rags, here's y Rex and Rags w Was Mr. Wise case? 5. There was a gi to wear long ba mother trim he and longer. "No, Mother. I like them long "But Pearl, the your eyes." "I like tnem lon them." Pearl's bangs g they covered a she begged her Was Pearl wise

ls (Continued

tion	Criterion Referenced Items	Sample Test Items

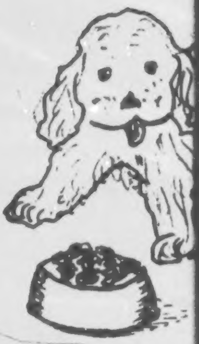
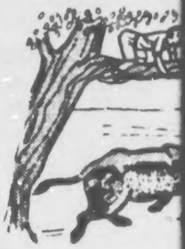
4. Two dogs barked wildly. They seemed to be fussing at each other.
"What's all the racket?" asked Mr. Wise D wisest of all dogs in the country.
"We both saw this bone at the same time. say it's mine but Rex say it's his. What should we do? I'm hungry. I want a bone too
Mr. Wise Dog thought for a while. Finally he said, "Give me the bone." Rex and Rag gave the bone to Mr. Wise Dog.
Mr. Wise Dog broke the bone into two equa parts. "Rex," he said, "here's your bone. Rags, here's yours."
Rex and Rags were two very happy dogs.

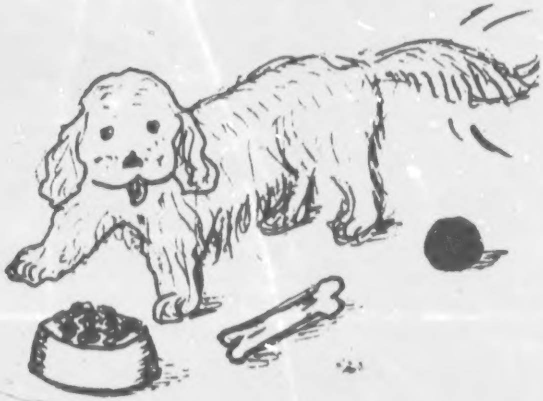
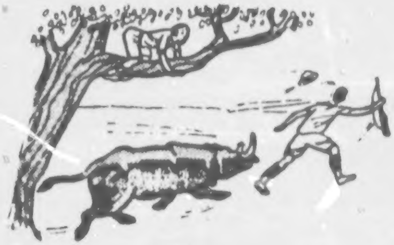
Was Mr. Wise Dog wise or foolish in this case?

5. There was a girl named Pearl. She liked to wear long bangs. She would not let her mother trim her bangs. They grew longer and longer.
"No, Mother. Please don't trim my bangs. I like them long."
"But Pearl, they are too long. They cover your eyes."
"I like them long, Mother. Please don't cut them."
Pearl's bangs grew more and more. Finall they covered all but the tip of her nose. Stil she begged her mother not to cut them.

Was Pearl wise or foolish?

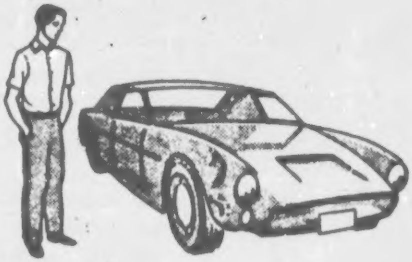
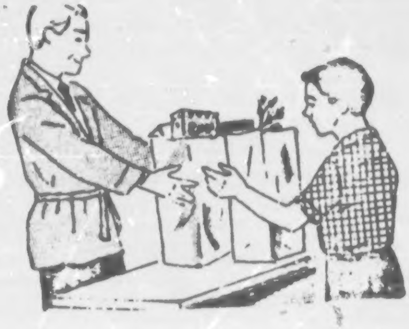
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Samp
4009 Predicting outcomes in illustrations	Given five pictures in which some definite choices are implied, the pupil will study the picture and tell the possible outcomes. Accuracy level is 80%.	1. What might the p  2. What might the a 

ption	Criterion Referenced Items	Sample Test Items
utcomes in	Given five pictures in which some definite choices are implied, the pupil will study the picture and tell the possible outcomes. Accuracy level is 80%.	1. What might the puppy do?  2. What might the animal do? 

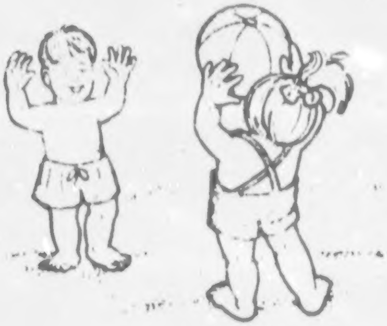
Skill Description	**Criterion Referenced Items**	**Sa**
4009 (Continued)		**3. What might th** **4. Where will th**

Skills (Continued)

cription	Criterion Referenced Items	Sample Test Items
d)		3. What might the man do?  4. Where will the boy go? ____________________ 

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
4009 (Continued)		5. What will the
4010 Predicting outcomes in written material	Given five short written selections containing an action whose outcome is missing, the pupil will write a logical outcome based on the material presented in the context of the selection. Accuracy level is 80%.	Read each of the will happen next. lines given. 1. Joy turned on the phone ran while she ans Ann had calle long time. T Joy went bac When she got __________ __________ __________ __________ __________

otion	Criterion Referenced Items	Sample Test Items
		5. What will the boy do? 
tcomes in rial	Given five short written selections containing an action whose outcome is missing, the pupil will write a logical outcome based on the material presented in the context of the selection. Accuracy level is 80%.	Read each of these selections. Decide what will happen next. Write your prediction on the lines given. 1. Joy turned on the water for her bath. Then the phone rang. She left the water running while she answered the phone. Her friend Ann had called. The two girls talked for a long time. They finally said their good-byes. Joy went back to the bathroom. When she got there she ________________ ________________________________ ________________________________ ________________________________ ________________________________ ________________________________

Skill Description	Criterion Referenced Items	S
4010 (Continued)		2. Mrs. Smith w Her family h her birthday for her to chose a pale lace trimmin "Would you l "Yes, please Mrs. Smith __________ __________ __________ __________ 3. Bob's bike w know I can, shed and took Then he use holding the w he took the b "Now I can r began to put __________ __________ __________ __________ __________

iption

Criterion
Referenced Items

Sample Test Items

2. Mrs. Smith went to the store to buy a dress
Her family had given her some money for her birthday. They told her that they'd like for her to buy a dress for herself. She chose a pale pink linen dress with white lace trimming.
"Would you like to try it on?" the clerk ask
"Yes, please." Mrs. Smith replied.
Mrs. Smith tried the dress on and ________
____
____
____
____

3. Bob's bike would not run. "I can fix it. I know I can," said Bob. He went to the tool shed and took out some of his father's tools. Then he used the pliers to remove the bolts holding the wheels in place. Little by little he took the bike apart.
"Now I can rebuild my bike," Bob said. H began to put the bike together again, but
____
____
____
____
____

Skill Description	Criterion Referenced Items	Sa
4010 (Continued)		4. Nancy sat on a brother had to three o'clock. closer to earth The wind bega Then the rains ____ ____ ____ ____ 5. It was Hallowe on Oak Street decided to dre Treat night. lamp post on t They talked ov ready. All of heard. The c ____ ____ ____ ____
4011 Drawing conclusions from materials presented orally	Given five sentence groups in which a fact (or facts) is explicitly stated, the pupil will give an oral conclusion based on the given facts. Accuracy level is 80%.	Listen to each of Tell me the conc from the facts. 1. All cats are p Fuzz is a cat. Conclusion:

ion	Criterion Referenced Items	Sample Test Items
		4. Nancy sat on a bench in the park. Her brother had told her to meet him there at three o'clock. The clouds in the sky moved closer to earth. Then they turned grey. The wind began to blow stronger and stronger. Then the rains came. Nancy ______________ ______________________________ ______________________________ ______________________________ ______________________________ 5. It was Halloween time again. The children on Oak Street were very excited. They had decided to dress as pirates for Trick or Treat night. All the children met under the lamp post on the corner of Oak and Main. They talked over their plans. They were ready. All of a sudden a scary sound was heard. The children ______________ ______________________________ ______________________________ ______________________________ ______________________________
usions s presented	Given five sentence groups in which a fact (or facts) is explicitly stated, the pupil will give an oral conclusion based on the given facts. Accuracy level is 80%.	Listen to each of these exercises as I read them. Tell me the conclusion that you would draw from the facts. 1. All cats are playful. Fuzz is a cat. Conclusion:

CS-72
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
4011 (Continued)		2. It often rains w in the sky. The clouds are Conclusion: 3. A, B and C ar B, but line B i Conclusion: 4. Ann is a girl's My friend is n Conclusion: 5. Dogs, cats, r animals. Cotton Tail is Conclusion:
4012 Drawing conclusions from written material	Given five written selections, the pupil will silently read then write a conclusion for each of the selections. Accuracy level is 80%.	Read each select can you draw fro your conclusion 1. It was a very had a Valentine the boys and girl she walked to sc loose in her han a spelling book a wind blew. Awa quickly tried to dropped her boo Away sailed the

ils (Continued)

tion	Criterion Referenced Items	Sample Test Items
		2. It often rains when dark clouds hang low in the sky. The clouds are dark and low hanging today. Conclusion: 3. A, B and C are lines. Line A is longer than B, but line B is longer than C. Conclusion: 4. Ann is a girl's name. My friend is named Ann. Conclusion: 5. Dogs, cats, rabbits and chickens are animals. Cotton Tail is a rabbit. Conclusion:
lusions material	Given five written selections, the pupil will silently read then write a conclusion for each of the selections. Accuracy level is 80%.	Read each selection to yourself. What conclusi can you draw from the facts presented? Write your conclusion on the line given. 1. It was a very windy Valentine's Day. Jane had a Valentine card for her teacher and each the boys and girls in her class at school. As she walked to school Jane carried the Valentine loose in her hand. She also carried a notebook a spelling book and an arithmetic book. A stror wind blew. Away flew the Valentines! Jane quickly tried to pick up all of them, but she dropped her books. Another strong wind blew. Away sailed the Valentines.

Skill Description	Criterion Referenced Items	Sa
4012 (Continued)		What conclusion ____________ ____________ ____________ 2. Bluetail and R saw a juicy worm where the fat, ju down. "I want that worm I want it!" "O. K.," said Bl big gulp Redhead Bluetail flew awa of corn. He pec Redhead flew dov corn! Let me ha Bluetail flew off some grains of w thrice. Then Re shouted. "I like Quickly Redhead What conclusion ____________ ____________ ____________

ption	Criterion Referenced Items	Sample Test Items
		What conclusion can you draw about Jane? 2. Bluetail and Redhead were birds. Bluetail saw a juicy worm. Just as he reached the spot where the fat, juicy worm was Redhead flew down. "I want that worm," Redhead said. "I want it! I want it!" "O. K.," said Bluetail. "Take it." With one big gulp Redhead swallowed the worm. Bluetail flew away. Soon he spotted some seed of corn. He pecked one, then another. Then Redhead flew down. "Corn," he said. "I like corn! Let me have it! I want it! I want it!" Bluetail flew off again. Before long he spotted some grains of wheat. He pecked once, twice, thrice. Then Redhead came by. "Wheat!" he shouted. "I like wheat" I want it! I want it!" Quickly Redhead gobbled the small grains. What conclusion can you draw about Redhead?

CS-74
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sa
4012 (Continued)		3. Bob and Tom no trouble at all "You cheated," s "I didn't cheat. Let's see who wi At the end of the the winner. "You cheated aga at all!" "Aw, Tom, you Let's try again. The third game "I'll never play "I'm going home. What conclusion __________ __________ __________ 4. Sally was hav about time for th rang. Sally ran She was wearing "How pretty you "Thanks. It's a for me yesterday chatted the bell me, Sue," said Sue answered th ing a dress exac "Why, Sue. We smile left her fa but I really don' me wear it. I d

kills (Continued)

iption

Criterion
Referenced Items

Sample Test Items

3. Bob and Tom were playing marbles. With no trouble at all Bob won the first game.
"You cheated," said Tom. "You didn't play fai
"I didn't cheat. C'mon, let's play another gam
Let's see who will win this time."
At the end of the second game Bob was again the winner.
"You cheated again, Bob! You didn't play fair at all!"
"Aw, Tom, you know I didn't cheat. C'mon. Let's try again. You go first."
The third game was played. Again Bob won.
"I'll never play with you again!" shouted Tom. "I'm going home."

What conclusion can you draw about Tom?

____

____

____

4. Sally was having a birthday party. It was ju about time for the party to begin. The doorbel rang. Sally ran to answer the door. It was Su She was wearing a pretty pink and green dress.
"How pretty you look, Sue," said Sally.
"Thanks. It's a new dress. Mommy bought it for me yesterday. I just love it!" As the girls chatted the bell rang again. "Get the door for me, Sue," said Sally.
Sue answered the door. There stood Mary wea ing a dress exactly like Sue's.
"Why, Sue. We're twins!" said Mary. Sue's smile left her face. She frowned and said, "Yea but I really don't like this dress. Mother mad me wear it. I don't like it at all."

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	S
4012 (Continued)		What conclusion ____ ____ ____ 5. "Sissy," Pan water." Sissy brought he "Aw, Sissy, it' me cold water. Sissy took the w emptied the gla from the refrig "Thanks, Sis. butter sandwich "O. K." A little while la wich. "Did you "No." "Go get one." Sissy brought a "Thanks. How sandwich?" "O-o-K-k," rep What conclusion ____ ____ ____

ription

Criterion Referenced Items

Sample Test Items

What conclusions can you draw about Sue?

5. "Sissy," Pam called, "bring me a glass of water."

Sissy brought her big sister a glass of water.

"Aw, Sissy, it's not cold," Pam said. "Bring me cold water. Get it from the refrigerator."

Sissy took the water, went back to the kitchen, emptied the glass, then filled it with cold wate
from the refrigerator.

"Thanks, Sis. How about making me a peanut butter sandwich?"

"O. K."

A little while later Sissy was back with the san
wich. "Did you bring me a napkin?"

"No."

"Go get one."

Sissy brought a napkin to Pam.

"Thanks. How about putting some jam on my sandwich?"

"O-o-K-k," replied Sissy.

What conclusion can you draw about Pam?

Skill Description	Criterion Referenced Items	S
4013 Orally distinguishing fact from opinion	Given five sets of two statements, one of the set being a fact and the other being an opinion, the pupil will indicate which are facts and which are opinions. Accuracy level is 80%.	Listen to each s is a fact, say "F opinion, say "O 1. Kentucky is a Kentucky is t 2. Birds are the A bird is an a 3. All lions live Some lions a 4. Some orange Oranges are 5. Arithmetic is In arithmetic
4014 Distinguishing fact from opinion in written material	Given five statements, some of which are facts and the remaining ones opinion, the pupil will read each statement and indicate whether it is fact or opinion. Accuracy level is 80%.	Read each state Write F beside 1. Dogs bar 2. My hous 3. Only boy 4. That boo 5. Airplane

ills (Continued)

ption	Criterion Referenced Items	Sample Test Items
guishing fact	Given five sets of two statements, one of the set being a fact and the other being an opinion, the pupil will indicate which are facts and which are opinions. Accuracy level is 80%.	Listen to each set of statements. If the stateme is a fact, say "Fact." If the statement is an opinion, say "Opinion." 1. Kentucky is a state. Kentucky is the prettiest state of all. 2. Birds are the only animals on earth. A bird is an animal. 3. All lions live in cages. Some lions are at the zoo. 4. Some oranges are juicy. Oranges are good. 5. Arithmetic is hard to do. In arithmetic we work with number ideas.
g fact from itten material	Given five statements, some of which are facts and the remaining ones opinion, the pupil will read each statement and indicate whether it is fact or opinion. Accuracy level is 80%.	Read each statement to yourself. Write F beside each fact and O beside each opi 1. Dogs bark. 2. My house is pretty. 3. Only boys should wear pants. 4. That book is dull. 5. Airplanes can fly.

Skill Description	Criterion Referenced Items	Sa
4015 Identifying the author's motive in material presented orally	Given five paragraphs presented orally, the pupil will select from five given motives the one which best identifies the author's motive. Accuracy level is 80%.	Listen to this pa Then identify the choices I will gi A. Spring is a w Spring rains was turns green with sway back and fo their new leaves, stretch out on th sweet air. The author is: 1. Giving inform 2. Telling how t 3. Telling why h 4. Angry becaus 5. Telling how t B. The queen sa the princess. S because you hav queen said to the "You will have t the princess. " to tear my dres The queen ca rod", she order The guard le princess was af Instead, she whi disappeared. When the que was a fluffy whi

ption

e author's

aterial

ally

Criterion
Referenced Items

Given five paragraphs presented orally, the pupil will select from five given motives the one which best identifies the author's motive. Accuracy level is 80%.

Sample Test Items

Listen to this paragraph as I read it to you. Then identify the author's motive from the five choices I will give you.

A. Spring is a wonderful time of the year. Th Spring rains wash away Winter's dirt. The ya turns green with a mat of soft grass. The tree sway back and forth in the breeze showing off their new leaves. Flowers bud. Birds sing. I stretch out on the grass and breathe in the fres sweet air.

The author is:
1. Giving information about birds.
2. Telling how to make something.
3. Telling why he likes Spring.
4. Angry because Spring has come.
5. Telling how to plant a garden.

B. The queen sat on her throne and looked at the princess. She was angry. "I am upset because you have torn your new dress", the queen said to the princess.
"You will have to be punished." "NO, no", cri the princess. "Do not punish me. I did not me to tear my dress."

The queen called the guard. "Bring the roy rod", she ordered.

The guard left to get the royal rod. The princess was afraid. She wanted to run away. Instead, she whirled around three times and disappeared.

When the queen looked again, all she saw was a fluffy white kitten.

Skill Description

4015 (Continued)

Criterion Referenced Items

Sa

The author want
1. Entertain you
2. Help you unde
and queens.
3. Share his feel
4. Give a histor
5. Describe the

C. Deserts are
heat and little ra
desert blowing t
Only certain pla
familiar plant is
instead of leave
cacti. Some gr
and thick. Som
a cactus but usu
needles.

The author wrot
1. For the read
2. To give infor
3. To tell why h
4. To describe
5. To show the

D. Jim crept sl
was no light. T
stepped on it.
door banged. J
"Hoo, hoo!", s
on end! He gav
the room into th
shaking all ove

iption

Criterion Referenced Items

Sample Test Items

The author wants to:
1. Entertain you.
2. Help you understand the world of princesse and queens.
3. Share his feelings with you.
4. Give a history of the world.
5. Describe the dress of the princess.

C. Deserts are formed where there is much heat and little rain. Hot winds blow across th desert blowing the loose sand around in swirls. Only certain plants can live in the desert. One familiar plant is a cactus that has sharp needl instead of leaves. There are many kinds of cacti. Some grow very tall. Others are short and thick. Sometimes flowers can be found or a cactus but usually we see the long spiny needles.

The author wrote this selection:
1. For the reader to enjoy.
2. To give information about deserts.
3. To tell why he lives in a desert.
4. To describe American flowers.
5. To show the evils of deserts.

D. Jim crept slowly into the dark room. The was no light. The floor squeaked when he stepped on it. Somewhere a window rattled. door banged. Jim was startled by a sudden n "Hoo, hoo!", something cried. Jim's hair st on end! He gave a cry of surprise and ran fr the room into the lighted hallway. Jim was shaking all over.

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Sample Test
015 (Continued)		The writer's possible m 1. To arouse interest. 2. To scare the reader 3. To provide factual i 4. To discuss ghosts. 5. To describe a broke E. Have you ever seen dressed up for a party? with tails and a white sh like a man. He swims We have to go to a zoo t Do you know his name? he can swim. He is not on two feet. He cannot is called a penguin. The author's motive he 1. To tell how to make 2. To share his opinio 3. To provide informat 4. To tell about a zoo. 5. To discuss cold wea
4016 Forming generalizations	Given five sets of exercises in which generalizations can be made, the pupil will study each group then give an oral generalization about each. Accuracy level is 80%.	Study these exercises. common? What genera 1. rope dope 2. phone graph 3. sea pepper seas pepper 4. rain air rainfall airshi 5. soft joy softly joyful

ontinued)

Criterion Referenced Items

tions

Given five sets of exercises in which generalizations can be made, the pupil will study each group then give an oral generalization about each.

Accuracy level is 80%.

Sample Test Items

The writer's possible motive is:
1. To arouse interest.
2. To scare the reader.
3. To provide factual information.
4. To discuss ghosts.
5. To describe a broken lamp.

E. Have you ever seen a funny, furry animal dressed up for a party? He wears a black coat with tails and a white shirt. He walks proudly like a man. He swims like a fish. He cannot fly. We have to go to a zoo to see this strange animal. Do you know his name? He is not a fish although he can swim. He is not a beast although he walks on two feet. He cannot fly but he is a bird. He is called a penguin.

The author's motive here is:
1. To tell how to make something.
2. To share his opinions with the reader.
3. To provide information about the penguin.
4. To tell about a zoo.
5. To discuss cold weather.

Study these exercises. What do they share in common? What generalization can you make?

1.	rope	dope	hope	slope
2.	phone	graph	alphabet	photo
3.	sea seas	pepper peppers	fire fires	lock locks
4.	rain rainfall	air airships	scrap scrapbook	south southwest
5.	soft softly	joy joyful	wool woolen	tender tenderness

3000-4000 COMPREHENSION SKILLS

CS 4600 Oral and Written Expression

General Objective

Given continuous instruction in creative oral and written expression through experiences in listening, viewing, and reading, by the end of the third grade the pupil will demonstrate his proficiency in oral and written communication by performing criterion-referenced items with a minimum of 80% accuracy.

Skill Description	Criterion Referenced Items	S
4601 Orally describing an object	Given an object the pupil will give an oral description in the form of five simple phrases or sentences. Accuracy level is 80%.	Give the pupil a handle it. Tell telling five thin Example: This It is r It can It is l It is n It is s I can I can It can

3000-4000 COMPREHENSION SKILLS

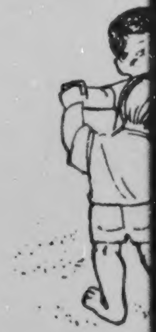
CS 4600 Oral and Written Expression

General Objective

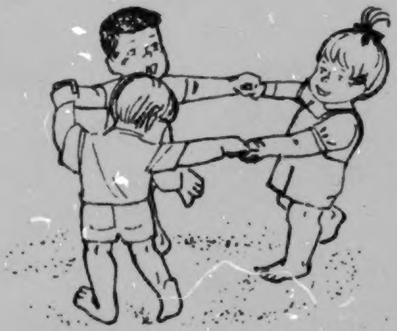
Given continuous instruction in creative oral and written expression through experiences in listening, viewing, and reading, by the end of the third grade the pupil will demonstrate his proficiency in oral and written communication by performing criterion-referenced items with a minimum of 80% accuracy.

ption	Criterion Referenced Items	Sample Test Items
ribing an	Given an object the pupil will give an oral description in the form of five simple phrases or sentences. Accuracy level is 80%.	Give the pupil a ball. Let him examine and handle it. Tell him to describe the object by telling five things about it. Example: This is a ball It is round. It can bounce. It is little (or big). It is made of rubber. It is soft. I can hold it in my hands. I can squeeze it. It can float on water.

CS-81
Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	S
4602 Orally describing a picture	Given a picture the pupil will orally describe it in five simple phrases or sentences. Accuracy level is 80%.	Study this pictur in five phrases c 
4603 Recalling descriptive words in material presented orally.	Given oral presentation of five sentences containing several descriptive words, the pupil will recall five of the descriptive words. Accuracy level is 80%.	Listen for descr I read. Tell me 1. A pretty girl 2. The huge bla 3. My new swea 4. Children watc 5. Mother baked

ills (Continued)

ption	Criterion Referenced Items	Sample Test Items
bing a	Given a picture the pupil will orally describe it in five simple phrases or sentences. Accuracy level is 80%.	Study this picture. Now describe the picture in five phrases or sentences. 
criptive erial present-	Given oral presentation of five sentences containing several descriptive words, the pupil will recall five of the descriptive words. Accuracy level is 80%.	Listen for descriptive words in the sentences I read. Tell me the descriptive words you hear 1. A pretty girl sat on a soft pillow. 2. The huge black engine puffed white smoke. 3. My new sweater is sky blue. 4. Children watched the graceful dancing wate 5. Mother baked a yummy cake yesterday.

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	S
4604 Recognizing descriptive words in written language	Given five sentences containing ten descriptive words, the pupil will underline at least eight of the ten words (80% accuracy level).	Read each sente under each desc 1. The hungry li 2. Some thought park. 3. I will wear a 4. Today is a co 5. New York ha harbors.
4605 Supplying descriptive words for phrases	Given five simple phrases, the pupil will supply a descriptive word or words to make each more colorful. Accuracy level is 80%.	Look at the phra colorless. Add phrase to give i 1. a dog 2. the horse 3. my yard 4. this room 5. an apple
4606 Supplying specific descriptive words for good and nice	Given five phrases each using the word nice or good, the pupil will supply a more descriptive and specific word in place of nice or good. Accuracy level is 80%.	Read each phra or words that c good. Write th in the phrases. 1. a nice day 2. a good dress 3. a nice girl 4. a good boy 5. a nice bicycl

Skills (Continued)

ription	Criterion Referenced Items	Sample Test Items
g descriptive ritten language	Given five sentences containing ten descriptive words, the pupil will underline at least eight of the ten words (80% accuracy level).	Read each sentence to yourself. Draw a line under each descriptive word you recognize. 1. The hungry lion roared loudly. 2. Some thoughtless person threw litter in the park. 3. I will wear a long blue dress. 4. Today is a cool, bleak day. 5. New York has busy streets and wide, noisy harbors.
lescriptive phrases	Given five simple phrases, the pupil will supply a descriptive word or words to make each more colorful. Accuracy level is 80%.	Look at the phrases below. They are dull and colorless. Add descriptive words to each phrase to give it color and interest. 1. a dog 2. the horse 3. my yard 4. this room 5. an apple
specific descrip- for good and	Given five phrases each using the word nice or good, the pupil will supply a more descriptive and specific word in place of nice or good. Accuracy level is 80%.	Read each phrase to yourself. Think of a wor or words that can be used in place of nice or good. Write that word beside nice or good in the phrases. 1. a nice day __________ 2. a good dress __________ 3. a nice girl __________ 4. a good boy __________ 5. a nice bicycle __________

Skill Description	Criterion Referenced Items	Sa
4607 Building sentences through connecting descriptive phrases	Given five sentence beginnings the pupil will select an appropriate ending for each beginning from a group of six. Accuracy level is 80%.	Read the sentenc an appropriate e from the beginni Column 1 1. The old woode 2. Large, spotte 3. Metal chairs 4. The dry leave 5. Automobile h
4608 Orally combining simple sentences	Given oral presentation of five sets of two simple sentences, the pupil will orally combine the ideas to make a compound. Accuracy level is 80%.	Listen to each s to you. Combin pound sentence. 1. John planted 2. Mary has gon pencil. 3. I have two br 4. Jack fell dow 5. Sue dropped

ills (Continued)

ption	Criterion Referenced Items	Sample Test Items
ences through escriptive	Given five sentence beginnings the pupil will select an appropriate ending for each beginning from a group of six. Accuracy level is 80%.	Read the sentence beginnings in Column 1. Fi an appropriate ending in Column 2. Draw a line from the beginning to its ending. Column 1 1. The old wooden stairs 2. Large, spotted dogs 3. Metal chairs 4. The dry leaves 5. Automobile horns Column 2 creaked and creake danced in the wind tooted noisily barked wildly played ball scraped across the floor
ining simple	Given oral presentation of five sets of two simple sentences, the pupil will orally combine the ideas to make a compound. Accuracy level is 80%.	Listen to each set of sentences as I read them to you. Combine the two ideas to make a compound sentence. Let me hear your new senten 1. John planted a tree. It was a pine tree. 2. Mary has gone to the store. She will buy a pencil. 3. I have two brothers. I have three sisters. 4. Jack fell down. He skinned his knee. 5. Sue dropped a glass. She broke it.

Comprehension Skills (Continued)

Skill Description	Criterion Referenced Items	Samp
4609 Combining simple written sentences to form compounds	Given five sets of two simple sentences, the pupil will combine the two sentences to form a written compound sentence. Accuracy level is 80%.	Read each set of sen how you can make c the two. Write your 1. My dog is big. H 2. We had hamburge fries. 3. My sister has a c 4. The string is whi 5. Will you come to with me?
4610 Expanding written sentences	Given five simple sentences, the pupil will expand each by adding words to tell where and when. Accuracy level is 80%.	Read each simple se to tell when and whe tence so that it will 1. A flag waved. When? ____ Where? ____ New sentence: ____ 2. A door opened. When? ____ Where? ____ New sentence: ____

kills (Continued)

iption	Criterion Referenced Items	Sample Test Items
imple written form com-	Given five sets of two simple sentences, the pupil will combine the two sentences to form a written compound sentence. Accuracy level is 80%.	Read each set of sentences to yourself. Think how you can make one complete sentence from the two. Write your new sentence on the line. 1. My dog is big. He is brown and white. ____________________ 2. We had hamburgers. We also had French fries. ____________________ 3. My sister has a cold. She has a fever, too. ____________________ 4. The string is white. It is broken. ____________________ 5. Will you come to my house? Will you play with me? ____________________
ritten sen-	Given five simple sentences, the pupil will expand each by adding words to tell where and when. Accuracy level is 80%.	Read each simple sentence below. Add words to tell when and where. Then rewrite the sentence so that it will make sense. 1. A flag waved. When? ________________ Where? ________________ New sentence: ____________ ____________________ 2. A door opened. When? ________________ Where? ________________ New sentence: ____________ ____________________

Skill Description	Criterion Referenced Items	Sa
4610 (Continued)		3. A bell rang. When? ______ Where? ______ New sentence: 4. A light burned When? ______ Where? ______ New sentence: 5. A bird flew. When? ______ Where? ______ New sentence:
4611 Making sense from scrambled sentences presented orally	Given five scrambled simple sentences presented orally, the pupil will rearrange the ideas so as to make sentence sense. Accuracy level is 80%.	Listen to these s them to you. Th make sense. Tel 1. flew away - th 2. lost her shoe 3. came to suppe 4. go with me - 5. in the moon -

n Skills (Continued)

scription	Criterion Referenced Items	Sample Test Items
ed)		3. A bell rang. When? ____ Where? ____ New sentence: ____ 4. A light burned. When? ____ Where? ____ New sentence: ____ 5. A bird flew. When? ____ Where? ____ New sentence: ____
sense from led sentences ed orally	Given five scrambled simple sentences presented orally, the pupil will rearrange the ideas so as to make sentence sense. Accuracy level is 80%.	Listen to these scrambled sentences as I r them to you. Then put the words in order t make sense. Tell me the sentence. 1. flew away - the bird - little. 2. lost her shoe - Mary - yesterday. 3. came to supper - last night - Uncle Bob 4. go with me - will you - to the park? 5. in the moon - was singing - the man.

Skill Description	Criterion Referenced Items	Sample
4c12 Making sense from scrambled sentences presented visually	Given five scrambled sentences presented visually, the pupil will rearrange the sentence parts so as to make sentence sense. Accuracy level is 80%.	Read each scrambled Think of where the wo for the sentence to ma correct form on the li 1. on the table - the b 2. tall houses - I saw 3. for a walk - take 4. and lots of people street - there were 5. very cold - Mr. F

ls (Continued)

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Criterion Referenced Items

Given five scrambled sentences presented visually, the pupil will rearrange the sentence parts so as to make sentence sense. Accuracy level is 80%.

Sample Test Items

Read each scrambled sentence to yourself. Think of where the words should be in order for the sentence to make sense. Write the correct form on the line following the sentence.

1. on the table - the balls - are.

____

2. tall houses - I saw - and little houses.

____

3. for a walk - take him - will you?

____

4. and lots of people - cars and trucks on the street - there were.

____

5. very cold - Mr. Fox - was.

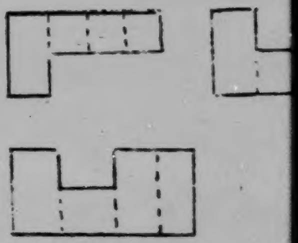
____

5000 WORD RECOGNITION

General Objectives

WR 5100 Configuration Clues

Given systematic instruction in word attack skills using configuration clues, by the end of the second grade, the student will identify basic sight words in isolation, in phrases, and in sentences with 80%-100% accuracy as measured by the criterion referenced items.

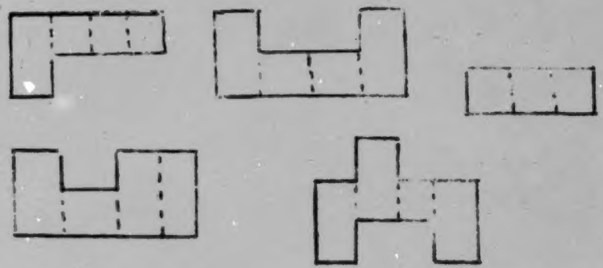
Skill Description	Criterion Referenced Items	Sample Te
5101 Matching words of the same length	Given a series of ten one-syllable words the pupil will match them according to their length. Accuracy level is 100%.	Instruct the pupil to look print the words under th the same number of lette hit for get fun abou yes than drin
5102 Matching words with their configuration	Given five configurations of words and seven basic words, the pupil will match five words with their configurations. Accuracy level is 100%.	Instruct the pupil to prin correct frame.  bone boat gone

5000 WORD RECOGNITION

General Objectives

WR 5100 Configuration Clues

Given systematic instruction in word attack skills using configuration clues, by the end of the second grade, the student will identify basic sight words in isolation, in phrases, and in sentences with 80%-100% accuracy as measured by the criterion referenced items.

iption	Criterion Referenced Items	Sample Test Items
rds of the	Given a series of ten one-syllable words the pupil will match them according to their length. Accuracy level is 100%.	Instruct the pupil to look at each word and print the words under the key word that has the same number of letters in it. hit green for get house fun about two yes thank chart drink
rds with uration	Given five configurations of words and seven basic words, the pupil will match five words with their configurations. Accuracy level is 100%.	Instruct the pupil to print the words in the correct frame.  bone boat gone help car fall play

WR-2
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	San
5103 Matching words similar in shape and length	Given a list of five printed one-syllable words the pupil will supply a word of the same length and configuration. Four of five words must be correct (80%).	Instruct pupils to that has the same same shape as eac hit call ____ ____
5104 Arranging letters into the appropriate sequence to form a word	Given a series of five groups of letters the pupil will rearrange each group to form a one-syllable word. Four of five words must be correct (80%).	Arrange these lett ti tge lacl
5105 Matching words that are identical from words similar in configuration	Given a list of ten one-syllable words the pupil will indicate from a series of three for each given word, the one in the series that is like the given word. Accuracy level is 100%.	Ask the pupil to ci that is like the fir yes | tes y stop | stop t ride | reid r blue | bleu b eat | ate ea home | house big | pig bi have | have come | came jump | jump

on (Continued)

ription	Criterion Referenced Items	Sample Test Items
ords similar nd length	Given a list of five printed one-syllable words the pupil will supply a word of the same length and configuration. Four of five words must be correct (80%).	Instruct pupils to write a word that you know that has the same number of letters and the same shape as each word below: hit call book get day ___ ___ ___ ___ ___
letters into riate sequence word	Given a series of five groups of letters the pupil will rearrange each group to form a one-syllable word. Four of five words must be correct (80%).	Arrange these letters to make a word: ti tge lacl htiw wereh
words that cal from ilar in confi-	Given a list of ten one-syllable words the pupil will indicate from a series of three for each given word, the one in the series that is like the given word. Accuracy level is 100%.	Ask the pupil to circle the word in each row that is like the first word. yes | tes yet yes stop | stop tops spot ride | reid redi ride blue | bleu blue uelb eat | ate eat tea home | house heom home big | pig big beg have | have heav heva come | came come mico jump | jump pumj jimp

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Te
5106 Identifying phrases visually in context	Given a list of five phrases and five sentences in which the phrases appear the pupil will indicate the location of each phrase in the sentence context. Accuracy level is 100%.	Instruct the pupil to in the sentences belo sentence beside the 1. The boys clim 2. The proud fath 3. Sometimes the 4. The monkey i 5. Now the sky is ___ clear and brig ___ the proud fathe ___ in the cage ___ climbed the hi ___ the sea is.
5107 Recognizing sight words at the preprimer level	Given a one-second exposure of ten words from the pre-primer level, the pupil will name each. Eight of ten words must be identified accurately (80%).	Instruct the pupil to shown to him. Allo child to identify each call do green l want blue a
5108 Recognizing sight words at the primer level	Given a one-second exposure of ten words from the primer level, the pupil will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to shown to him. Allo pupil to identify each around boa car eat good fast like

Continued)

tion	Criterion Referenced Items	Sample Test Items
rases visually	Given a list of five phrases and five sentences in which the phrases appear the pupil will indicate the location of each phrase in the sentence context. Accuracy level is 100%.	Instruct the pupil to find the following phrases in the sentences below. Put the number of the sentence beside the matching phrase. 1. The boys climbed the hill quickly. 2. The proud father praised his son. 3. Sometimes the sea is stormy for days. 4. The monkey in the cage is eating. 5. Now the sky is very clear and bright. ____ clear and bright ____ the proud father ____ in the cage ____ climbed the hill ____ the sea is
sight words mer level	Given a one-second exposure of ten words from the pre-primer level, the pupil will name each. Eight of ten words must be identified accurately (80%).	Instruct the pupil to say each word as it is shown to him. Allow one second for the child to identify each word. Example: call do green look ball I me want blue and
sight words r level	Given a one-second exposure of ten words from the primer level, the pupil will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to say each word as it is shown to him. Allow one second for the pupil to identify each. around boat goat car eat him good fast jump like

WR-4
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample
5109 Recognizing sight words from the first grade level	Given a one-second exposure of ten words from the first grade level, the pupil will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil shown to him. after ra if ca barn off se
5110 Recognizing sight words from the first grade level	Given a one-second exposure of ten words from the second grade level, the student willidentify each. Eight of ten words must be named accurately (80%)	Instruct the pupil shown to him. above break mouse
5111 Recognizing sight words from the third grade level	Given a one second exposure of ten words from the third grade level, the student will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil shown to him. blizzard apron hatch

on (Continued)

ription	Criterion Referenced Items	Sample Test Items
sight words st grade level	Given a one-second exposure of ten words from the first grade level, the pupil will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to say each word as it is shown to him. after race game if came more barn off talk seen
g sight words irst grade	Given a one-second exposure of ten words from the second grade level, the student willidentify each. Eight of ten words must be named accurately (80%)	Instruct the pupil to say each word as it is shown to him. above across ground break high caught mouse fit snow oven
g sight words hird grade	Given a one second exposure of ten words from the third grade level, the student will identify each. Eight of ten words must be named accurately (80%).	Instruct the pupil to say each word as it is shown to him. blizzard chop eleven apron age indeed hatch knee list often

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample
5112 Recognizing sight words which describe actions	Given ten sight words that describe actions, the pupil will name each word as it is presented. Accuracy level is 80%.	Instruct the pupil to sa run hop jump carry drink e
5113 Identifying descriptive sight words	Given ten descriptive sight words, the pupil will name each word. Eight of ten words should be identified accurately (80%).	Instruct the pupil to na is shown to him. big yellow small short lazy
5114 Recognizing words that tell where, what, when, and how	Given five sentences each containing a sight word that tells where, what, when or how, the pupil will answer the question about each sentence. Four of five sentences should be correct (80%).	Instruct the pupil to r answer the question a 1. Ann was told to s 2. Come to my hous 3. Grandmother bak 4. Fix the airplane 5. The team will pl 1. Where was Ann t 2. When are you to 3. What does Grand 4. How are you to f 5. When will the tea

ontinued)

ion	Criterion Referenced Items	Sample Test Items
ght words actions	Given ten sight words that describe actions, the pupil will name each word as it is presented. Accuracy level is 80%.	Instruct the pupil to say the word. run hop jump walk sit carry drink eat laugh drag
criptive	Given ten descriptive sight words, the pupil will name each word. Eight of ten words should be identified accurately (80%).	Instruct the pupil to name each word as it is shown to him. big yellow small funny sad tall short wet bright lazy
ords that hat, when,	Given five sentences each containing a sight word that tells where, what, when or how, the pupil will answer the question about each sentence. Four of five sentences should be correct (80%).	Instruct the pupil to read each sentence and answer the question asked about it. 1. Ann was told to sit down. 2. Come to my house after breakfast. 3. Grandmother bakes good apple pies. 4. Fix the airplane so it will fly. 5. The team will play next Friday. 1. Where was Ann told to sit? 2. When are you to come to my house? 3. What does Grandmother bake? 4. How are you to fix the plane? 5. When will the team play?

WR-6
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sampl
5115 Reading sight phrases	Given ten sight phrase cards, the pupil should be able to read fluently eight of the ten phrase cards presented (80%).	Instruct the pupil to Present the phrases exposure. has a car to the girl over my head around the park the yellow duck
5116 Joining phrases to make sentences	Given a set of phrase cards the pupil will form five complete sentences. Acceptable level is four complete sentences (80%).	Instruct the pupil to in Column B with the A to make five comp Column A the boy can the little girl the big apple Daddy cut Come and see
5117 Recognizing the days of the week	Given a ten-second exposure flash card of the seven days of the week, the pupil will name each word. Accuracy level is 100%	Prepare flash cards Instruct the pupil to Monday Tues Friday Thu Satu

Continued)

tion	Criterion Referenced Items	Sample Test Items
phrases	Given ten sight phrase cards, the pupil should be able to read fluently eight of the ten phrase cards presented (80%).	Instruct the pupil to read the following phrases. Present the phrases on cards with ten seconds exposure. has a car — we will walk to the girl — behind the door over my head — above the window around the park — stopped to talk the yellow duck — a brown pony
es to make	Given a set of phrase cards the pupil will form five complete sentences. Acceptable level is four complete sentences (80%).	Instruct the pupil to join five of the phrases in Column B with the five phrases in Column A to make five complete sentences. Column A — Column B the boy can — is good to eat the little girl — the tall grass the big apple — my new toy Daddy cut — juicy orange Come and see — run fast has a ball and big boy
he days of	Given a ten-second exposure flash card of the seven days of the week, the pupil will name each word. Accuracy level is 100%	Prepare flash cards of the days of the week. Instruct the pupil to read the following cards: Monday Tuesday Wednesday Friday Thursday Sunday Saturday

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample
5118 Recognizing the months of the year	Given a ten-second exposure flash card of the twelve months, the pupil will pronounce each word. Accuracy level 100%.	Prepare flash cards o year. Instruct the pu January April October September February May
5119 Recognizing the ordinal number words (1-12)	Given a five second exposure of ten of the ordinal number words, the pupil will name each number. Accuracy level is 100%.	Prepare flash cards o the pupil to name eac four six twelve eleven eight two
5120 Recognizing the cardinal number words (1-12)	Given a five second exposure of ten of the cardinal number words, the pupil will name each number. Accuracy level is 100%.	Prepare flash cards o the pupil to name eac first seventh sixth second eighth ninth

Continued)

ion	Criterion Referenced Items	Sample Test Items
e months of	Given a ten-second exposure flash card of the twelve months, the pupil will pronounce each word. Accuracy level 100%.	Prepare flash cards of the months of the year. Instruct the pupil to name the months. January December April June October August September July February March May November
e ordinal (1-12)	Given a five second exposure of ten of the ordinal number words, the pupil will name each number. Accuracy level is 100%.	Prepare flash cards on the following. Ask the pupil to name each number as it is shown. four three six seven twelve five eleven ten eight one two nine
e cardinal (1-12)	Given a five second exposure of ten of the cardinal number words, the pupil will name each number. Accuracy level is 100%.	Prepare flash cards on the following. Ask the pupil to name each number as it is shown. first fifth seventh fourth sixth twelfth second third eighth eleventh ninth tenth

Skill Description	Criterion Referenced Items	Sa
5121 Matching the ordinal number words with the cardinal number words (1-12)	Given a list of ordinal number words a second list of cardinal numbers with a line beside each cardinal number, the pupil will write the matching ordinal number beside the cardinal number. Accuracy level is 100%.	Instruct the pupil ordinal number b four six five twelve seven one three eight two ten eleven nine

ion (Continued)

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umber words

Criterion Referenced Items

Given a list of ordinal number words a second list of cardinal numbers with a line beside each cardinal number, the pupil will write the matching ordinal number beside the cardinal number. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to write the matching ordinal number beside the cardinal number

four	sixth__________
six	twelfth__________
five	seventh__________
twelve	first__________
seven	fourth__________
one	ninth__________
three	fifth__________
eight	second__________
two	tenth__________
ten	third__________
eleven	eighth__________
nine	eleventh__________

WORD RECOGNITION

General Objective

WR 5200 Phonics Skills: Consonants, Blends, Vowels and Diphthongs

Given systematic instruction in the development of phonics skills, including auditory and visual recognition of beginning, medial and ending consonants, consonant digraphs and blends, vowels, vowel combinations, digraphs and diphthongs, each pupil by the end of the third grade will demonstrate his ability to decode words composed of these elements by completing all criterion referenced items within a range of 80% to 100% accuracy.

Skill Description	Criterion Referenced Items	Samp
5201 Recognizing identical initial consonant sounds	Given oral presentation of five pairs of familiar one-syllable words of which three pairs begin with the same consonant sound, and two pairs begin with different consonant sounds, the pupil will indicate which pairs sound alike at the beginning. Accuracy level is 100%.	Say to the pupil, " I Tell me if they begi they begin with diffe 1. long- 2. by-g 3. boy- 4. city- 5. neve

ntinued)

WORD RECOGNITION

General Objective

WR 5200 Phonics Skills: Consonants, Blends, Vowels and Diphthongs

Given systematic instruction in the development of phonics skills, including auditory and visual recognition of beginning, medial and ending consonants, consonant digraphs and blends, vowels, vowel combinations, digraphs and diphthongs, each pupil by the end of the third grade will demonstrate his ability to decode words composed of these elements by completing all criterion referenced items within a range of 80% to 100% accuracy.

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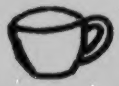
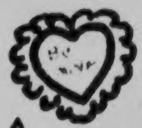
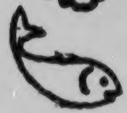
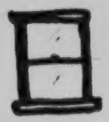
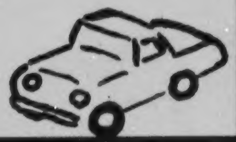
Criterion Referenced Items	Sample Test Items
Given oral presentation of five pairs of familiar one-syllable words of which three pairs begin with the same consonant sound, and two pairs begin with different consonant sounds, the pupil will indicate which pairs sound alike at the beginning. Accuracy level is 100%.	Say to the pupil, "I am going to say two words. Tell me if they begin with the same sound or if they begin with different sounds." 1. long-lost 2. by-got 3. boy-box 4. city-can 5. never-night

WR-10
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Samp
5202 Recognizing the letter names for beginning consonant sounds	Given five pairs of familiar one-syllable words orally that begin with consonants consistent in the sounds they represent, the pupil will name the letter that represents the beginning consonant sound. Accuracy level is 100%.	Say to the pupil, "I Tell me the name o beginning of the wor 1. hand 2. dive- 3. fall- 4. bark 5. rain
5203 Identifying pictures whose names begin with consonant sounds whose letter names are given	Given five consonant letter names, the student will select from a series of pictures those whose name begins with the sound of the consonant named. Four out of five responses is acceptable (80%).	Instruct the pupil to gins with the letter 2 - D ; Row 3 - L; 1.  2.  3.  4.  5. 

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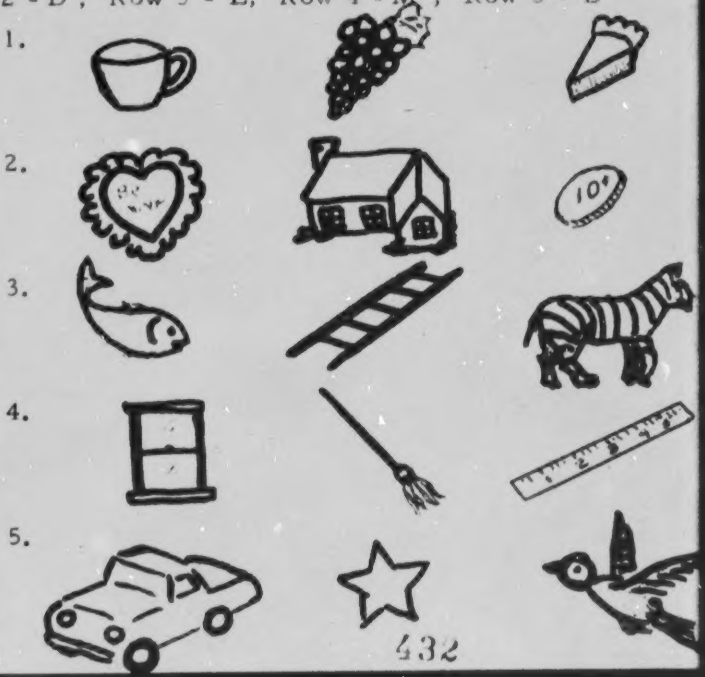
on	Criterion Referenced Items	Sample Test Items
letter nning con-	Given five pairs of familiar one-syllable words orally that begin with consonants consistent in the sounds they represent, the pupil will name the letter that represents the beginning consonant sound. Accuracy level is 100%.	Say to the pupil, "I am going to say two words. Tell me the name of the letter you hear at the beginning of the words." 1. hand-hide 2. dive-dame 3. fall-fine 4. bark-barn 5. rain-road
ures whose ith conso- ose letter n	Given five consonant letter names, the student will select from a series of pictures those whose name begins with the sound of the consonant named. Four out of five responses is acceptable (80%).	Instruct the pupil to circle the picture that begins with the letter called. Row 1 - P ; Row 2 - D ; Row 3 - L; Row 4 - M ; Row 5 - B 

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample T
5204 Identifying words that begin like a stimulus word which has a single initial consonant	Orally given a list of five one-syllable words that begin with single consonants which are regular in the sounds they represent, the pupil will pronounce a word which begins with the same single consonant sound. Accuracy level: 4 of 5 (80%).	Say to the pupil, "I am g want you to say a word t same letter sound." 1. goat 2. new 3. work 4. run 5. vase
5205 Identifying words that begin with consonant sounds whose letter names are given orally	Orally given a list of five one-syllable names, the pupil will select from a group of five printed words the word that begins with the sound of the letter name dictated. Four of five is acceptable (80%).	Instruct the pupil to look "I am going to say a lette the word that begins wit circle it." Call the follow 2) F; 3) K; 4) M; 5) P 1. took, cake, fe 2. men, sing, be 3. kind, road, la 4. ice, was, on, 5. tell, why, pet
5206 Naming the letter that represents the beginning consonant sound of words presented orally	Given five one-syllable words that begin with consonants consistent in sound-symbol relationship, the pupil will name the letter with which the word begins.	Say to the pupil, "I am g I want you to name the l word." 1. head 2. rabbit 3. very 4. jump 5. dirty

ntinued)

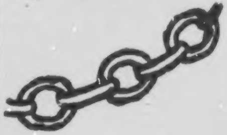
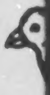
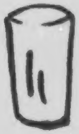
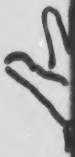
n	Criterion Referenced Items	Sample Test Items
that begin ord which al conso-	Orally given a list of five one-syllable words that begin with single consonants which are regular in the sounds they represent, the pupil will pronounce a word which begins with the same single consonant sound. Accuracy level: 4 of 5 (80%).	Say to the pupil, "I am going to say a word. I want you to say a word that begins with the same letter sound." 1. goat 2. new 3. work 4. run 5. vase
s that begin ounds whose given oral-	Orally given a list of five one-syllable names, the pupil will select from a group of five printed words the word that begins with the sound of the letter name dictated. Four of five is acceptable (80%).	Instruct the pupil to look at the list of words. "I am going to say a letter. I want you to find the word that begins with the same sound and circle it." Call the following letters: 1) C; 2) F; 3) K; 4) M; 5) P 1. took, cake, feet, walk, mouse 2. men, sing, before, fish, act 3. kind, road, laugh, to, young 4. ice, was, on, me, zoo 5. tell, why, pet, fast, rush
r that beginning of words y	Given five one-syllable words that begin with consonants consistent in sound-symbol relationship, the pupil will name the letter with which the word begins.	Say to the pupil, "I am going to say a word. I want you to name the letter that begins the word." 1. head 2. rabbit 3. very 4. jump 5. dirty

Skill Description	Criterion Referenced Items	Sampl
5207 Identifying identical final consonant sounds	Orally given five pairs of familiar one-syllable words, three of which end with the same single consonant sound and two pairs which end differently, the pupil will indicate which pairs end with the same sound and which do not. Accuracy level is 100%.	Say to the pupil, " I I want you to tell me sound or different so 1. book-look 2. stop-bump 3. last-broug 4. off-old 5. us-under
5208 Recognizing names of letters for final consonant sounds	Given five familiar one-syllable words that end with single consonants consistent in the sounds they represent, the pupil will give orally the letter that represents the final consonant sound. Accuracy level is 100%.	Say to the pupil, "I that have the same e you to tell me what t makes the ending so 1. proud-wo 2. float-scat 3. has-his 4. door-car 5. pan-ton

Continued)

tion	Criterion Referenced Items	Sample Test Items
ntical final nds	Orally given five pairs of familiar one-syllable words, three of which end with the same single consonant sound and two pairs which end differently, the pupil will indicate which pairs end with the same sound and which do not. Accuracy level is 100%.	Say to the pupil, " I am going to say two words. I want you to tell me if they *end* with the same sound or different sounds." 1. book-look 2. stop-bump 3. last-brought 4. off-old 5. us-under
ames of al conso-	Given five familiar one-syllable words that end with single consonants consistent in the sounds they represent, the pupil will give orally the letter that represents the final consonant sound. Accuracy level is 100%.	Say to the pupil, "I am going to say two words that have the same ending letter sound. I want you to tell me what the name of the letter that makes the ending sounds." 1. proud-wood 2. float-scat 3. has-his 4. door-car 5. pan-ton

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample T
5209 Identifying pictures that end with single consonant sounds whose letter names are given orally	Given five consonant letter names, the pupil will select from a series of six pictures those whose name ends with the sounds of the consonants named. Accuracy level is 100%.	Instruct the pupil to loo point to the one that end named. Call the follow N, D, S    
5210 Naming words that end like a stimulus word which ends with a single consonant sound	Orally given a list of five familiar one-syllable words that end with single consonants, the student will name another word which ends with the same single consonant sound. Accuracy level is 100%.	Ask the pupil to listen a He is to give another w word called. Call the f 1. toad ________ 2. pipe ________ 3. cane ________ 4. web ________ 5. foot ________

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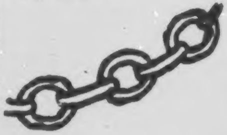
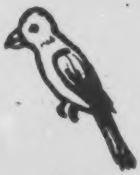
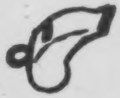
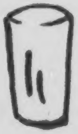
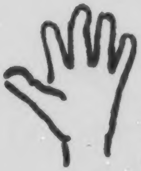
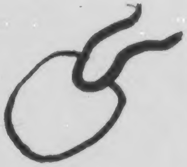
Criterion Referenced Items

Given five consonant letter names, the pupil will select from a series of six pictures those whose name ends with the sounds of the consonants named. Accuracy level is 100%.

Orally given a list of five familiar one-syllable words that end with single consonants, the student will name another word which ends with the same single consonant sound. Accuracy level is 100%.

Sample Test Items

Instruct the pupil to look at the pictures and point to the one that ends with the letter named. Call the following letters: T, L, N, D, S

Ask the pupil to listen as you call each word. He is to give another word that ends like the word called. Call the following:

1. toad __________
2. pipe__________
3. cane__________
4. web__________
5. foot__________

Word Recognition (Continued)

	Skill Description	Criterion Referenced Items	Samp
5211	Identifying words that end with consonant sounds whose letter names are given orally	Orally given five consonant letter names, the student will select from a group of six printed words the word that ends with the sound of each letter named. Accuracy level is 100%.	Instruct the pupil to named. Ask him to that ends like the o following: 1) rake; 4) dress; 5) plug.
5212	Naming the letter that represents the final consonant sound of words presented orally.	Orally given five one-syllable words that end with a consonant, the pupil will name the letter with which the word ends. Accuracy level 100%	Instruct the pupil t with which each wo ing: 1) fight; 2) st 5) seen.
5213	Identifying words that are alike when presented auditorially	Orally given five pairs of one-syllable words three pairs of which are identical and two pairs of which are totally different, the pupil will indicate whether the entire words sound alike or not. Accuracy level is 100%.	Say to the pupil, " to you. Tell me if or sound different. 1. sent-sen 2. make-do 3. come-co 4. sail-sail 5. cone-pla

n (Continued)

iption	Criterion Referenced Items	Sample Test Items
words that end ant sounds whose s are given oral-	Orally given five consonant letter names, the student will select from a group of six printed words the word that ends with the sound of each letter named. Accuracy level is 100%.	Instruct the pupil to listen as each word is named. Ask him to give you another word that ends like the one named. Name the following: 1) rake; 2) camel; 3) gum; 4) dress; 5) plug.
letter that the final con- nd of words orally.	Orally given five one-syllable words that end with a consonant, the pupil will name the letter with which the word ends. Accuracy level 100%	Instruct the pupil to listen and name the letter with which each word ends. Name the following: 1) fight; 2) step; 3) fuzz; 4) leave; 5) seen.
words that when presented y	Orally given five pairs of one-syllable words three pairs of which are identical and two pairs of which are totally different, the pupil will indicate whether the entire words sound alike or not. Accuracy level is 100%.	Say to the pupil, "I am going to read two word to you. Tell me if the two words sound alike or sound different." 1. sent-sent 2. make-dog 3. come-come 4. sail-sail 5. cone-plant

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Te
5214 Identifying words that have rhyming elements when presented auditorially	Orally given five pairs of one-syllable words three pairs of which rhyme and two pairs of which do not rhyme, the pupil will indicate whether or not the words rhyme. Accuracy level is 100%.	Say to the pupil, " I am g to you. Tell me if they r rhyme." 1. friend-me 2. hope-hop 3. song-long 4. house-mou 5. kitten-pai
5215 Identifying rhyming words presented orally	Orally given five one-syllable words each to be followed by three words pronounced by the instructor, the student will indicate which word of the three rhyme with the stimulus word. Accuracy level is 100%.	Say to the pupil, " I am g then I am going to read th want you to tell me which the first word I say." 1. cat a. 2. make a. 3. look a. 4. star a. * 5. fair a.
5216 Identifying rhyming words in verse presented auditorially	Orally given five couplets from real or nonsense verse, the pupil will identify the rhyming words in each couplet. Accuracy level is 100%	Say to the pupil, "I am g of poetry to you. I want words rhyme." Read the 1. "Jack and Jill w 2. "I saw a fat pig 3. " You have to be 4. "My favorite co the best col 5. "The girl and h ping with mo

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	Criterion Referenced Items	Sample Test Items
that have when ally	Orally given five pairs of one-syllable words three pairs of which rhyme and two pairs of which do not rhyme, the pupil will indicate whether or not the words rhyme. Accuracy level is 100%.	Say to the pupil, " I am going to read two words to you. Tell me if they rhyme or if they do not rhyme." 1. friend-mend 2. hope-hop 3. song-long 4. house-mouse 5. kitten-paint
ng words	Orally given five one-syllable words each to be followed by three words pronounced by the instructor, the student will indicate which word of the three rhyme with the stimulus word. Accuracy level is 100%.	Say to the pupil, " I am going to say a word and then I am going to read three more words. I want you to tell me which word rhymes with the first word I say." 1. cat a. some b. *fat c. go 2. make a. mat b. two c. *cake 3. look a. seek b. *cook c. lake 4. star a. *car b. four c. more 5. fair a. last b. cake c. *care
ng words d audi-	Orally given five couplets from real or nonsense verse, the pupil will identify the rhyming words in each couplet. Accuracy level is 100%	Say to the pupil, "I am going to read some lines of poetry to you. I want you to tell me which words rhyme." Read the following: 1. "Jack and Jill went up the hill" 2. "I saw a fat pig dancing a jig" 3. " You have to be tall to play basketball" 4. "My favorite color is blue. What's the best color for you?" 5. "The girl and her brother went shopping with mother."

Skill Description	Criterion Referenced Items	Sample
5217 Supplying a missing rhyming word in verse	Orally given five couplets from real or nonsense verse, the student will supply the missing rhyming words. Accuracy level: 4 of 5 trials correct (80%).	Say to the pupil, "I an to you. I want you to that rhymes." Read t 1. "Hear the d possible 2. "Look at th breaking possible 3. "Tommy is We will s possible 4. "I love lon blowing i possible, 5. "I get to pl most eve possible
5218 Naming words that rhyme with a given word	Orally given five one-syllable words the pupil will supply other words that rhymes with each of them. Accuracy level: 12 of 15 words supplied correctly (80%).	To be read by the te a word. I want you t rhymes with each of 1. old 2. sang 3. tal possible responses: told rang bal fold tang cal mold bang hal cold fang ma sold gang sm scold hang sta hold slang wa rolled sprang

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Criterion Referenced Items

Orally given five couplets from real or nonsense verse, the student will supply the missing rhyming words. Accuracy level: 4 of 5 trials correct (80%).

Orally given five one-syllable words the pupil will supply other words that rhymes with each of them. Accuracy level: 12 of 15 words supplied correctly (80%).

Sample Test Items

Say to the pupil, "I am going to read a poem to you. I want you to put in the missing word that rhymes." Read the following:

1. "Hear the dog bark down by the _______"
   possible response: park

2. "Look at the bad boys
   breaking the nice _________."
   possible response: toys

3. "Tommy is my best friend.
   We will share until the ________."
   possible response: end

4. "I love long hair
   blowing in the ________."
   possible response: air

5. "I get to play,
   most every ________."
   possible responses: day, May, way

To be read by the tester: "I am going to say a word. I want you to say three words that rhymes with each of the words I say."

possible responses:

1. old	2. sang	3. tall	4. sun	5. cake
told	rang	ball	bun	bake
fold	tang	call	fun	fake
mold	bang	hall	pun	Jake
cold	fang	mall	gun	lake
sold	gang	small	spun	make
scold	hang	stall		quake
hold	slang	wall		rake
rolled	sprang			sake
				take
				wake

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sampl
5219 Identifying words in printed form that rhyme	Given five pairs of one-syllable words three pairs of which rhyme and two pairs which do not rhyme, the pupil can indicate whether or not each pair rhyme. Accuracy level is 100%.	"Here are some pair words-pairs rhyme, Look at each word-p or not they rhyme." 1. cage - sta 2. first - fin 3. game - ga 4. give - liv 5. pot - cot
5220 Identifying a rhyming word in printed form when a stimulus word is presented orally	Orally given five one-syllable words and a group of three printed words, the pupil will indicate the word in the group that rhymes with the stimulus word by pronouncing it. Accuracy level is 100%.	Say to the pupil, " H am going to say a w the word on your lis word I say. Pronou 1. 2. ring sat *sing boat last *bat coat better
5221 Identifying rhyming words from printed verse	Given five couplets in printed language, the student will indicate the rhyming words by underlining them. Accuracy level is 4 or 5 correct (80%).	Say, " Here are son read them silently a that rhyme in each 1. Open the 2. A hole in 3. The child 4. The soup 5. I tied my

Continued)

<table>
<tr><th>tion</th><th>Criterion
Referenced Items</th><th>Sample Test Items</th></tr>
<tr><td>rds in print-
hyme</td><td>Given five pairs of one-syllable words three pairs of which rhyme and two pairs which do not rhyme, the pupil can indicate whether or not each pair rhyme. Accuracy level is 100%.</td><td>"Here are some pairs of words. Some of thes words-pairs rhyme, some of them do not. Look at each word-pair and tell me whether or not they rhyme."
1. cage - stage
2. first - find
3. game - gave
4. give - live
5. pot - cot</td></tr>
<tr><td>hyming
d form when
rd is pre-</td><td>Orally given five one-syllable words and a group of three printed words, the pupil will indicate the word in the group that rhymes with the stimulus word by pronouncing it. Accuracy level is 100%.</td><td>Say to the pupil, " Here is a list of words. I am going to say a word and I want you to find the word on your list that rhymes with the word I say. Pronounce it for me.
<table>
<tr><th>1.
ring</th><th>2.
sat</th><th>3.
sand</th><th>4.
dish</th><th>5.
nice</th></tr>
<tr><td>*sing</td><td>boat</td><td>step</td><td>*fish</td><td>*ice</td></tr>
<tr><td>last</td><td>*bat</td><td>store</td><td>rain</td><td>race</td></tr>
<tr><td>coat</td><td>better</td><td>*hand</td><td>race</td><td>next</td></tr>
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<tr><td>yming words
verse</td><td>Given five couplets in printed language, the student will indicate the rhyming words by underlining them. Accuracy level is 4 or 5 correct (80%).</td><td>Say, " Here are some poems. I want you to read them silently and underline the words that rhyme in each poem."
1. Open the door and go to the store
2. A hole in my shoe! What shall I do?
3. The children sang as the bell rang.
4. The soup in the big pot is very hot.
5. I tied my shoelace before the big rac</td></tr>
</table>

Skill Description	Criterion Referenced Items	Sam
5222 Supplying a missing rhyming word in printed verse	Given five couplets in printed form, the student will supply a missing word at the end of the second line that rhymes with the word at the end of the first line. 4 of 5 words correct is acceptabel (80%).	To be read by the t you some poems. word. I want you t and tell me the mis 1. I like to on an ice 2. I think th somethin 3. Did you pulling a 4. Daddy, D Tommy's 5. Come wa to the big
5223 Matching rhyming words with similar spelling patterns	Given a list of five one-syllable words in printed form, the pupil will select from a second list of six words, the words that rhyme with each word in the stimulus list. Accuracy level is 100%.	Instruct the pupil to list that rhyme with Draw a line to the 1 cat set fit run can

(Continued)

ption	Criterion Referenced Items	Sample Test Items
nissing rhym- rinted verse	Given five couplets in printed form, the student will supply a missing word at the end of the second line that rhymes with the word at the end of the first line. 4 of 5 words correct is acceptabel (80%).	To be read by the tester: "I am going to give you some poems. Each poem has a missing word. I want you to read the poem silently and tell me the missing word." 1. I like to lick on an ice-cream __________. 2. I think that I can see something that belongs to ____. 3. Did you ever see a duck pulling a wagon or driving a ________ 4. Daddy, Daddy, I will call, Tommy's writing on the ________. 5. Come walk with us to the big ________.
ming words spelling	Given a list of five one-syllable words in printed form, the pupil will select from a second list of six words, the words that rhyme with each word in the stimulus list. Accuracy level is 100%.	Instruct the pupil to find words from the secon list that rhyme with the words in the first list. Draw a line to the rhyming word. 1 — 2 cat — hit set — him fit — hat run — pet can — sun fan

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Test I
5224 Matching rhyming words with varied spelling patterns	Given a list of five one-syllable words in printed form, the student will select from a second list of six words, the word that rhymes with a word in the stimulus list but has a different spelling pattern. Accuracy level is 100%	Say, "Here are two lists of to find words from the secon with the words in the first li to the rhyming words." 1 — 2 to — me tree — not late — fro four — wa boat — sho mo
*5225 Recognizing consonant blends in the initial position	Orally given ten one-syllable words, five of which begin with a single consonant and five of which begin with a consonant blend, the pupil will verbally indicate whether or not each word begins with a blend. Accuracy level is 100%.	Remind the pupil that some consonants while others beg Ask the pupil to listen to ea and tell whether or not it be 1. spot_____ 2. roof_____ 3. proud _____ 4. tractor _____ 5. voice _____ 6. ground_____ 7. dragon _____ 8. calf _____ 9. burn _____ 10. crawl _____

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* In some core programs, blends are called clusters. If applicable, substitute the term cluster for blends.

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Criterion Referenced Items

Given a list of five one-syllable words in printed form, the student will select from a second list of six words, the word that rhymes with a word in the stimulus list but has a different spelling pattern. Accuracy level is 100%

Orally given ten one-syllable words, five of which begin with a single consonant and five of which begin with a consonant blend, the pupil will verbally indicate whether or not each word begins with a blend. Accuracy level is 100%.

Sample Test Items

Say, "Here are two lists of words. I want you to find words from the second list that rhyme with the words in the first list. Draw a line to the rhyming words."

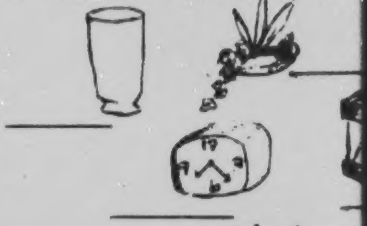
1	2
to	me
tree	note
late	from
four	wait
boat	shoe
	more

Remind the pupil that some words begin with consonants while others begin with blends. Ask the pupil to listen to each word called and tell whether or not it begins with a blend.

1. spot__________
2. roof__________
3. proud __________
4. tractor __________
5. voice __________
6. ground__________
7. dragon __________
8. calf __________
9. burn __________
10. crawl __________

s, blends are
plicable, sub-
r for blends.

WR-20
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Te
5226 Being aware of consonant blends in the final position	Orally given ten words, five of which end with a consonant blend, the pupil will verbally indicate whether or not the word ends in a final consonant. Accuracy level is 100%.	Remind the pupil that som single consonants while ot Ask the pupil to listen to e tell whether or not it ends 1. jump ________ 2. must________ 3. hold ________ 4. plan ________ 5. crib ________
5227 Matching pictures with words which begin with consonant blends	Given five pictures of words beginning with consonant blends, the pupil will write under the picture the word that the picture illustrates. Accuracy level is 100%.	Ask the pupil to look at ea it's name under the pictur  plant - drum - clock -
5228 Identifying words which contain the same consonant blends as a stimulus word given orally	Orally given five one-syllable words beginning with initial consonant blends, the pupil will select from a pair of printed words for each stimulus word, the one that has the same initial consonant blend. Accuracy level is 100%.	Say, "Listen as I read a word on your paper that I read. Underline it." Read: frog, stop, 1. friend - found 2. store - some 3. began - black 4. dark - dress 5. prize - party

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Criterion Referenced Items

Orally given ten words, five of which end with a consonant blend, the pupil will verbally indicate whether or not the word ends in a final consonant. Accuracy level is 100%.

Given five pictures of words beginning with consonant blends, the pupil will write under the picture the word that the picture illustrates. Accuracy level is 100%.

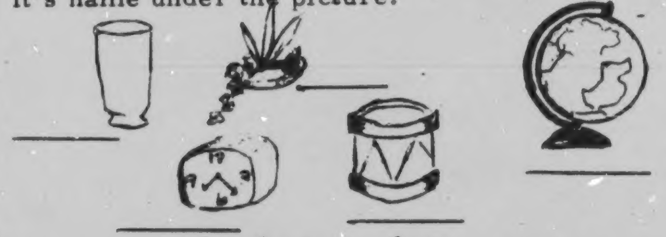
Orally given five one-syllable words beginning with initial consonant blends, the pupil will select from a pair of printed words for each stimulus word, the one that has the same initial consonant blend. Accuracy level is 100%.

Sample Test Items

Remind the pupil that some words end with single consonants while others end in blends. Ask the pupil to listen to each word called and tell whether or not it ends with a blend.

1. jump ________
2. must ________
3. hold ________
4. plan ________
5. crib ________
6. face ________
7. grand ________
8. crisp ________
9. leaf ________
10. spear ________

Ask the pupil to look at each picture and write it's name under the picture.



plant - glass
drum - clock - block - globe

Say, "Listen as I read a word to you. Find a word on your paper that begins like the word I read. Underline it."

Read: frog, stop, blend, drag, prick

1. friend - found
2. store - some
3. began - black
4. dark - dress
5. prize - party

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sampl
5229 Identifying words which contain the same final consonant blend as words given orally	Orally given five one-syllable words ending with consonant blends, the pupil will select from a pair of printed words for each stimulus word the one that has the same final consonant blend. Accuracy level is 80%.	Say, "Listen as I re word on your paper I read. Underline it Read: camp, 1. bump - ba 2. make - m 3. grant - gr 4. man - ma 5. swept - s
5230 Supplying a word that begins like the printed stimulus words which contain an initial consonant blend	Given ten printed one-syllable words beginning with consonant blends, the pupil will write another word that contains the same consonant blend as the stimulus word. Accuracy level is 8 of 10 correct words (80%).	Instruct the pupil to another word beside same blend. 1. black ___ 2. bring ___ 3. drop ___ 4. flower ___ 5. friend ___ 6. scare ___ 7. glass ___ 8. gray ___ 9. please ___ 10. prize ___

(Continued)

ption	Criterion Referenced Items	Sample Test Items
ords which same final end as words	Orally given five one-syllable words ending with consonant blends, the pupil will select from a pair of printed words for each stimulus word the one that has the same final consonant blend. Accuracy level is 80%.	Say, "Listen as I read a word to you. Find a word on your paper that ends like the word I read. Underline it." Read: camp, fond, plant, task, kept 1. bump - bag 2. make - mind 3. grant - grade 4. man - mask 5. swept - sleep
word that be- e printed rds which initial conso-	Given ten printed one-syllable words beginning with consonant blends, the pupil will write another word that contains the same consonant blend as the stimulus word. Accuracy level is 8 of 10 correct words (80%).	Instruct the pupil to read each word and write another word beside it that begins with the same blend. 1. black __________ 2. bring __________ 3. drop __________ 4. flower __________ 5. friend __________ 6. scare __________ 7. glass __________ 8. gray __________ 9. please __________ 10. prize __________

WR-22
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Samp
5231 Identifying initial consonant blends in words presented orally	Orally given ten one-syllable words containing initial consonant blends, the pupil will write the blend with which each word begins. Accuracy level is 8 of 10 correct (80%).	Instruct the pupil to called and write the word. Call the follo 1. drive 2. float 3. place 4. slide 5. stamp
5232 Identifying words that begin with the consonant digraphs sh or ch	Orally given ten words which begin with the initial consonant digraphs ch or sh the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).	Ask the pupil to list Then underline a wo like the stimulus wo 1. shop 2. chirp 3. shave 4. charm 5. chest Pupil notes: 1. show, cr 2. better, c 3. rock, sho 4. chair, dr 5. choose, 6. snow, sh 7. shut, sta 8. cherry, 9. sheep, c 10. chance,

n (Continued)

ription	Criterion Referenced Items	Sample Test Items
nitial conso- in words pre- ly	Orally given ten one-syllable words containing initial consonant blends, the pupil will write the blend with which each word begins. Accuracy level is 8 of 10 correct (80%).	Instruct the pupil to listen as each word is called and write the blend that begins each word. Call the following: 1. drive 6. trunk 2. float 7. proud 3. place 8. glove 4. slide 9. bridge 5. stamp 10. clean
words that be- consonant or ch	Orally given ten words which begin with the initial consonant digraphs ch or sh the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).	Ask the pupil to listen as the words are named. Then underline a word in each row that begins like the stimulus word. Call out: 1. shop 6. share 2. chirp 7. shirt 3. shave 8. chart 4. charm 9. shove 5. chest 10. chips Pupil notes: 1. show, crow 2. better, children 3. rock, shoe 4. chair, dream 5. choose, mouse 6. snow, shout 7. shut, star 8. cherry, shape 9. sheep, chase 10. chance, shut

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample T
5233 Identifying words that begin with the consonant digraphs th or wh	Orally given ten words which begin with the initial consonant digraphs th or wh, the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).	Ask the pupil to listen a Then underline a word like the word called. Ca 1. thought 2. while 3. thumb 4. wheel 5. whistle Pupil notes: 1. thank, cake 2. time, when 3. jump, thimbl 4. white, truck 5. ready, where 6. what, some 7. blue, thought 8. then, when 9. they, why 10. this, which
* 5234 Identifying words that end with consonant digraphs	Orally given five one-syllable words which end with consonant digraphs, the student will select from a pair of printed words the one that ends with the same consonant digraph as does the stimulus word. Accuracy level is 4 of 5 (80%).	Instruct the pupil to list are named and underline that ends like the word ing: 1. bank 2. rung 3. neck 4. dash 5. porch Pupil notes: 1. thank, take 2. balloon, bring 3. back, bear 4. fish, fall 5. read, reach

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* The sounds of the consonant digraphs nk, ng, and ck should be taught before this test is given.

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on	Criterion Referenced Items	Sample Test Items
s that be- sonant wh	Orally given ten words which begin with the initial consonant digraphs th or wh, the pupil will select from pairs of printed words the one that has the initial consonant digraph named. Accuracy level is 8 of 10 (80%).	Ask the pupil to listen as the words are named. Then underline a word in each row that begins like the word called. Call the following: 1. thought 2. while 3. thumb 4. wheel 5. whistle 6. whisper 7. third 8. though 9. whale 10. them Pupil notes: 1. thank, cake 2. time, when 3. jump, thimble 4. white, truck 5. ready, where 6. what, some 7. blue, thought 8. then, when 9. they, why 10. this, which
ds that end digraphs consonant l ck should test is	Orally given five one-syllable words which end with consonant digraphs, the student will select from a pair of printed words the one that ends with the same consonant digraph as does the stimulus word. Accuracy level is 4 of 5 (80%).	Instruct the pupil to listen to the words as they are named and underline the word in each row that ends like the word named. Call the following: 1. bank 2. rung 3. neck 4. dash 5. porch Pupil notes: 1. thank, take 2. balloon, bring 3. back, bear 4. fish, fall 5. read, reach

Skill Description	Criterion Referenced Items	Sampl
5235 Supplying words with consonant digraphs in the initial position	Given five one-syllable words with consonant digraphs in the initial position, the pupil will write another word that begins with the same digraph. Accuracy level is 4 of 5 correct words (80%).	Instruct the pupil to another word beside same digraph. 1. chance____ 2. shed____ 3. third____ 4. while____ 5. choose____
5236 Supplying words with consonant digraphs in the final position	Given five one-syllable words with consonant digraphs in the final position, the pupil will write another word that ends with the same digraph. Accuracy level is 4 of 5 words written correctly (80%).	Instruct the pupil to another word beside digraph. 1. wish____ 2. each____ 3. rank____ 4. bang____ 5. sick____
5237 Identifying words having the short a sounds	Orally given ten words, five of which have the short a sound, the pupil will indicate whether or not the short a sound is heard. He must correctly identify the five short "a" words and give a negative response to the other words. Accuracy level: 100%	Instruct the pupil to words have the shor do not. 1. cat____ 2. goat____ 3. man____ 4. pet____ 5. hop____ 6. grass____ 7. ant____ 8. more____ 9. sing____ 10. hatch____

(Continued)

ption	Criterion Referenced Items	Sample Test Items
rds with graphs in the on	Given five one-syllable words with consonant digraphs in the initial position, the pupil will write another word that begins with the same digraph. Accuracy level is 4 of 5 correct words (80%).	Instruct the pupil to read each word and write another word beside it that begins with the same digraph. 1. chance__________ 2. shed__________ 3. third__________ 4. while__________ 5. choose__________
ords with graphs in the n	Given five one-syllable words with consonant digraphs in the final position, the pupil will write another word that ends with the same digraph. Accuracy level is 4 of 5 words written correctly (80%).	Instruct the pupil to read each word and write another word beside it that ends with the same digraph. 1. wish__________ 2. each__________ 3. rank__________ 4. bang__________ 5. sick__________
vords having the nds	Orally given ten words, five of which have the short a sound, the pupil will indicate whether or not the short a sound is heard. He must correctly identify the five short "a" words and give a negative response to the other words. Accuracy level: 100%	Instruct the pupil to listen and respond "yes" if words have the short a sound and "no" if they do not. 1. cat__________ 2. goat__________ 3. man__________ 4. pet__________ 5. hop__________ 6. grass__________ 7. ant__________ 8. more__________ 9. sing__________ 10. hatch__________

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample T
5238 Identifying words having the short e sound	Orally given ten words, five of which have the short e sound, the pupil will indicate whether or not the short e sound is heard. He must correctly identify the five short "e" words and give a negative response to the other words.. Accuracy level 100%	Instruct the pupil to list if words have the short they do not. 1. get_____ 2. not_____ 3. red_____ 4. hen_____ 5. jump_____ 6. gone_____ 7. stay_____ 8. step_____ 9. eggs_____ 10. prize_____
5239 Identifying words having the short o sound	Orally given ten words, five of which have the short o sound, the pupil will indicate whether or not the short o is heard. He must correctly identify the five short "o" words and give a negative response to the other words. Accuracy level 100%	Instruct the pupil to list if words have the short they do not. 1. pot_____ 2. let_____ 3. box_____ 4. girl_____ 5. sat_____ 6. drop_____ 7. pond_____ 8. horse_____ 9. am_____ 10. odd_____

inued)

	Criterion Referenced Items	Sample Test Items
having	Orally given ten words, five of which have the short e sound, the pupil will indicate whether or not the short e sound is heard. He must correctly identify the five short "e" words and give a negative response to the other words.. Accuracy level 100%	Instruct the pupil to listen and respond "yes" if words have the short e sound and "no" if they do not. 1. get ______ 2. not ______ 3. red ______ 4. hen ______ 5. jump ______ 6. gone ______ 7. stay ______ 8. step ______ 9. eggs ______ 10. prize ______
having	Orally given ten words, five of which have the short o sound, the pupil will indicate whether or not the short o is heard. He must correctly identify the five short "o" words and give a negative response to the other words. Accuracy level 100%	Instruct the pupil to listen and respond "yes" if words have the short o sound and "no" if they do not. 1. pot ______ 2. let ______ 3. box ______ 4. girl ______ 5. sat ______ 6. drop ______ 7. pond ______ 8. horse ______ 9. am ______ 10. odd ______

Skill Description	Criterion Referenced Items	San
5240 Identifying words having the short u sound	Orally given ten words, five of which have the short u sound, the pupil will indicate whether or not the short u is heard. He must correctly identify the five short "u" words and give a negative response to the other words. Accuracy level: 100%	Instruct the pupil if words have the they do not. 1. rub___ 2. six___ 3. tall___ 4. pup___ 5. song___ 6. such___ 7. trunk___ 8. trot___ 9. sled___ 10. uncle___
5241 Identifying words having the short i sound	Orally given ten words, five of which have the short i sound, the pupil will indicate whether or not the short i is heard. He must correctly identify the five short "i" words and give a negative response to the other words. Accuracy level 100%	Instruct the pupil if words have the they do not. 1. trip___ 2. twin___ 3. peep___ 4. fix___ 5. roll___ 6. fill___ 7. foot___ 8. its___ 9. jar___ 10. blew___

(Continued)

ption	Criterion Referenced Items	Sample Test Items
ords having sound	Orally given ten words, five of which have the short u sound, the pupil will indicate whether or not the short u is heard. He must correctly identify the five short "u" words and give a negative response to the other words. Accuracy level: 100%	Instruct the pupil to listen and respond "yes" if words have the short u sound and "no" if they do not. 1. rub__________ 2. six__________ 3. tall__________ 4. pup__________ 5. song__________ 6. such__________ 7. trunk__________ 8. trot__________ 9. sled__________ 10. uncle__________
words having sound	Orally given ten words, five of which have the short i sound, the pupil will indicate whether or not the short i is heard. He must correctly identify the five short "i" words and give a negative response to the other words. Accuracy level 100%	Instruct the pupil to listen and respond "yes" if words have the short i sound and "no" if they do not. 1. trip__________ 2. twin__________ 3. peep__________ 4. fix__________ 5. roll__________ 6. fill__________ 7. foot__________ 8. its__________ 9. jar__________ 10. blew__________

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	S
5242 Identifying the short vowel sound according to medial position	Orally given a series of ten one-syllable words, five of which have a single short vowel in the medial position, the pupil will identify the five words with short vowel sounds and name the vowel heard. Accuracy level is 100%.	Ask the pupil to said. He is to and if it is, nam 1. black 2. bring 3. chas 4. keep_ 5. dres 6. bump 7. shot_ 8. blue_ 9. gray_ 10. cart_
5243 Identifying the short vowel sound in initial position	Orally given a series of five one-syllable words, the pupil will identify the initial short vowel sound heard. Accuracy level: 100%	Ask the pupil to said and to nam heard in each w 1. ant __ 2. edge _ 3. odd__
5244 Supplying words that have a short vowel sound in the medial position	Given a series of five one-syllable words containing short vowel sounds, the pupil will write another word containing the same short vowel sound represented by a single letter. Accuracy level is 100%.	Ask pupils to w vowel sound as 1. pet_ 2. run_ 3. sit_ 4. fat_ 5. hop_

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ription	Criterion Referenced Items	Sample Test Items
he short vowel rding to medial	Orally given a series of ten one-syllable words, five of which have a single short vowel in the medial position, the pupil will identify the five words with short vowel sounds and name the vowel heard. Accuracy level is 100%.	Ask the pupil to listen to each word as it is said. He is to tell if a short vowel is heard and if it is, name the vowel. 1. black ______ 2. bring ______ 3. chase ______ 4. keep ______ 5. dress ______ 6. bump ______ 7. shot ______ 8. blue ______ 9. gray ______ 10. cart ______
the short vowel tial position	Orally given a series of five one-syllable words, the pupil will identify the initial short vowel sound heard. Accuracy level: 100%	Ask the pupil to listen to each word as it is said and to name the short vowel sound heard in each word. 1. ant ______ 2. edge ______ 3. odd ______ 4. us ______ 5. imp ______
ords that have el sound in the tion	Given a series of five one-syllable words containing short vowel sounds, the pupil will write another word containing the same short vowel sound represented by a single letter. Accuracy level is 100%.	Ask pupils to write a word with the same sho vowel sound as the word seen. 1. pet ______ 2. run ______ 3. sit ______ 4. fat ______ 5. hop ______

Skill Description	Criterion Referenced Items	Sa
5245 Identifying the long vowel sounds of one-syllable words ending with silent e	Orally given five one-syllable words having a long vowel sound and ending in silent e, the pupil will name the long vowel sound hear. Accuracy level is 4 of 5 correct identifications. (80%).	Ask the pupil tell the name 1. 2. 3. 4. 5.
5246 Visually identify words having long vowel sounds	Given a list of ten words, some of which have long vowel sounds, the pupil will underline those words in which the long sound of the vowel is heard. The pupil must correctly identify 4 of 5 words containing long vowels and eliminate the others. Accuracy level is 80%	Ask the pupil long vowel s 1 2 3 4 5
5247 Supplying words that have a long vowel sound in the final position.	Given a series of four one-syllable words ending with a long vowel sound, the pupil will write another word containing the same long vowel sound represented by a single letter. Accuracy level: 100%	Ask the pupil the same lon 1 2 3 4 5

tinued)	Criterion Referenced Items	Sample Test Items
ng vowel lable words e	Orally given five one-syllable words having a long vowel sound and ending in silent e, the pupil will name the long vowel sound hear. Accuracy level is 4 of 5 correct identifications. (80%).	Ask the pupil to listen to each word and tell the name of the vowel heard. 1. chase ____________ 2. kite ____________ 3. dome ____________ 4. flute ____________ 5. fete ____________
words l sounds	Given a list of ten words, some of which have long vowel sounds, the pupil will underline those words in which the long sound of the vowel is heard. The pupil must correctly identify 4 of 5 words containing long vowels and eliminate the others. Accuracy level is 80%	Ask the pupil to underline the words havi long vowel sounds. 1. face 6. woke 2. corn 7. age 3. end 8. song 4. hide 9. use 5. left 10. stick
that have a in the final	Given a series of four one-syllable words ending with a long vowel sound, the pupil will write another word containing the same long vowel sound represented by a single letter. Accuracy level: 100%	Ask the pupil to write a word ending with the same long vowel sound as the key wo 1. go ____________ 2. we ____________ 3. my ____________ 4. be ____________ 5. try ____________

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	
5248 Identifying the long a sound as represented by ai or ay	Given a list of ten one-syllable words, the pupil will underline all of the words having a long a sound as represented by ai or ay. All long a words must be identified (100%)	Ask the pupil silently and a sound. 1. ra 2. fa 3. ra 4. pl 5. ca
5249 Identifying the long o sound as represented by oa or ow	Given a list of ten one-syllable words, the pupil will underline all of the words having a long o sound as represented by oa or ow. All long o words must be selected. (100%)	Ask the pupi silently and o sound. 1. bo 2. kn 3. no 4. ov 5. sh
5250 Identify the long e sound as represented by ea	Given a one-syllable word containing the long e sound, the pupil will select from six words containing the vowel ea, the five that have the long e sound. Accuracy level is 100%.	Say to the p Say the wor circle the w sound you h 1. c 2. n 3. s 4. b 5. b 6. p

escription	Criterion Referenced Items	Sample Test Items
ing the long a sound sented by ai or ay	Given a list of ten one-syllable words, the pupil will underline all of the words having a long a sound as represented by ai or ay. All long a words must be identified (100%)	Ask the pupil to pronounce all of the words silently and underline those having a long a sound. 1. rain 2. fail 3. rag 4. play 5. cart 6. half 7. branch 8. tray 9. paint 10. flat
ing the long o sound esented by oa or ow	Given a list of ten one-syllable words, the pupil will underline all of the words having a long o sound as represented by oa or ow. All long o words must be selected. (100%)	Ask the pupil to pronounce all of the words silently and underline those having a long o sound. 1. boat 2. know 3. not 4. own 5. shoe 6. road 7. zoo 8. blow 9. crow 10. soap
the long e sound esented by ea	Given a one-syllable word containing the long e sound, the pupil will select from six words containing the vowel ea, the five that have the long e sound. Accuracy level is 100%.	Say to the pupil, "Look at the underlined w Say the word. From the list below, find a circle the words that have the same vowel sound you hear in the underlined word." ME 1. cheap 2. meat 3. seat 4. bean 5. bread 6. peach

Skill Description	Criterion Referenced Items	
5251 Identifying the short e sound as represented by ea	Given a one-syllable key word containing the short e sound, the pupil will select from six words the five that have the short e sound. Accuracy level is 100%.	Say to the pupil Say the word. circle the word sound you hear HEN 1. head 2. meat 3. brea 4. threa 5. swea 6. weal
5252 Identifying the long e sound as represented by ee	Given a one-syllable word containing the long e sound, the pupil will select from six printed words, the five in which the long e sound is heard. Accuracy level is 100%.	Instruct the pu Say the word. circle the word sound you hear HE 1. bee 2. tree 3. see 4. thre 5. seed 6. egg

(Continued)

iption	Criterion Referenced Items	Sample Test Items
the short e presented by	Given a one-syllable key word containing the short e sound, the pupil will select from six words the five that have the short e sound. Accuracy level is 100%.	Say to the pupil, "Look at the underlined wo Say the word. From the list below, find and circle the words that have the same vowel sound you hear in the underlined word." HEN 1. head 2. meat 3. bread 4. thread 5. sweater 6. wealth
the long e sound ted by ee	Given a one-syllable word containing the long e sound, the pupil will select from six printed words, the five in which the long e sound is heard. Accuracy level is 100%.	Instruct the pupil to look at the underlined wo Say the word. From the list below, find and circle the words that have the same vowel sound you hear in the underlined word. HE 1. bee 2. tree 3. see 4. thre[illegible] 5. se[illegible] 6. egg

Word Recognition (Continued)

	Skill Description		
253	Distinguishing between the sounds of ie	Given a key word containing the long i sound, the pupil will indicate which of the ten words containing ie have the long i sound. Five words having the long i sound must be selected. (100% accuracy)	Instruct the pupil to l check (✓) all the word have the same i soun RIDE 1. tie __________ 2. believe________ 3. thief _________ 4. pie __________ 5. chief _________
5254	Demonstrating knowledge that the vowel i followed by nd, gh or ld frequently has its long sound.	Given ten words containing the vowel i, followed by gh, ld or nd, the pupil will underline each word having a long i sound. All of the words having the i preceeding the nd, gh or ld must be selected. (100% accuracy)	Instruct the pupil to s underline each word c 1. bird 2. night 3. kind 4. which 5. child
5255	Distinguishing between the long and short sounds of oo	Given a oo word followed by six other words containing oo, the pupil will underline the four words that have the same oo sound as the key word. Accuracy level is 100%.	Instruct the pupil to l say it aloud. Ask hin silently and underline have the same oo so BOOK 1. look 2. good 3. tooth

ween the	Given a key word containing the long i sound, the pupil will indicate which of the ten words containing ie have the long i sound. Five words having the long i sound must be selected. (100% accuracy)	Instruct the pupil to look at the key word the check ( ) all the words in the list below that have the same i sound as the key word. RIDE 1. tie ______ 6. die ______ 2. believe ______ 7. view ______ 3. thief ______ 8. friend ______ 4. pie ______ 9. dried ______ 5. chief ______ 10. spied ______
owledge ollowed equently .	Given ten words containing the vowel i, followed by gh, ld or nd, the pupil will underline each word having a long i sound. All of the words having the i preceeding the nd, gh or ld must be selected. (100% accuracy)	Instruct the pupil to say each word silently and underline each word containing a long i sound. 1. bird 6. chick 2. night 7. high 3. kind 8. mind 4. which 9. pink 5. child 10. wild
ween the nds of oo	Given a oo word followed by six other words containing oo, the pupil will underline the four words that have the same oo sound as the key word. Accuracy level is 100%.	Instruct the pupil to look at the key word and say it aloud. Ask him to say the other words silently and underline all of the words that have the same oo sound as the key word. BOOK 1. look 4. moon 2. good 5. stood 3. tooth 6. shook.

WR-32
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sa
5256 Identifying the sound of the diphthongs ou and ow	Given words containing the diphthongs ou and ow, the pupil will underline the five words rhyming with the key words cow and house. Accuracy level is 100%.	Show the pupil the Ask him to read t and underline the ou-ow sound as c 1. growl 2. snow 3. plow 4. mouse 5. though 6. mouth 7. enough 8. cough 9. crown 10. blow
5257 Identifying the sounds of the diphthongs oi and oy	Given stimulus words containing the diphthongs oi or oy, the pupil will select from a pair, the word that has the same vowel sound as the key word. Accuracy level: 100%	Ask the pupil to lo on each row. Fin the same sound a 1. boil 2. toy 3. coin 4. spoil 5. boy

n (Continued)

ription	Criterion Referenced Items	Sample Test Items
the sound of ngs ou and ow	Given words containing the diphthongs ou and ow, the pupil will underline the five words rhyming with the key words cow and house. Accuracy level is 100%.	Show the pupil the key words cow and house. Ask him to read the list of words silently and underline the five words having the san ou-ow sound as cow and house. 1. growl 2. snow 3. plow 4. mouse 5. though 6. mouth 7. enough 8. cough 9. crown 10. blow
the sounds of ngs oi and oy	Given stimulus words containing the diphthongs oi or oy, the pupil will select from a pair, the word that has the same vowel sound as the key word. Accuracy level: 100%	Ask the pupil to look at the underlined words on each row. Find a word in the row that ha the same sound as the underlined word. 1. boil soil sail 2. toy pour joy 3. coin broil bean 4. spoil chose noise 5. boy plow oil

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample T
5259 Substituting an initial consonant to make a new word	Given five one-syllable words beginning with single consonants and an accompanying word with the phonogram in which the initial consonant is missing, the pupil will make a new word by supplying a consonant in the blank space. Accuracy level is 100%.	Instruct the pupil to ma ing a letter in the blank 1. bell - 2. cake - 3. boat - 4. pan - 5. fit -
*5260 Substituting an initial consonant blend or digraph to make a new word	Given five one-syllable words beginning with a consonant blend or digraph and an accompanying word with the same phonogram in which the intial consonant blend or digraph is missing, the student will make a new word by supplying a consonant blend or digraph in the blank space. Accuracy level is 100%.	Instruct the pupil to ma ing a blend or digraph i 1. shop - 2. crack - 3. swing - 4. grace - 5. brick -

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* In some core programs blends are called clusters. If applicable, substitute the term cluster for blends.

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ms blends

If applicable.

uster for blends.

Criterion Referenced Items

Given five one-syllable words beginning with single consonants and an accompanying word with the phonogram in which the initial consonant is missing, the pupil will make a new word by supplying a consonant in the blank space.

Accuracy level is 100%.

Given five one-syllable words beginning with a consonant blend or digraph and an accompanying word with the same phonogram in which the intial consonant blend or digraph is missing, the student will make a new word by supplying a consonant blend or digraph in the blank space.

Accuracy level is 100%.

Sample Test Items

Instruct the pupil to make a new word by adding a letter in the blank space.

1. bell - __ell
2. cake - __ake
3. boat - __oat
4. pan - __an
5. fit - __it

Instruct the pupil to make a new word by adding a blend or digraph in the blank space.

1. shop - __ __op
2. crack - __ __ack
3. swing - __ __ing
4. grace - __ __ace
5. brick - __ __ick

Skill Description	Criterion Referenced Items	Sampl
5261 Substituting a single final consonant to make a new word	Given five one-syllable words and a similar word with the final consonant missing, the pupil will make a new word by supplying a consonant in the blank space. Accuracy level is 4 of 5 correct substitutions (80%)	Ask the pupil to writ different consonant 1. hat 2. bet 3. rap 4. mean 5. six
5262 Substituting a final consonant blend or digraph to make a new word	Given five one-syllable words and a similar word with the final consonant blend or digraph missing, the student will make a new word by supplying another consonant blend or digraph. Accuracy level is 4 of 5 correct substitutions (80%).	Ask the pupil to forn consonant blend/or 1. coat 2. read 3. brand 4. rub 5. bat
5263 Substituting short vowel sounds in the initial or medial position to make a new word	Given five one-syllable words containing a short vowel sound in the initial or medial position and an accompanying one-syllable word with the initial or medial vowel missing, the pupil will substitute	Ask the pupil to mak ferent vowel in the b 1. will 2. dig 3. him 4. net 5. as

(Continued)

ption	Criterion Referenced Items	Sample Test Items
single final make a new	Given five one-syllable words and a similar word with the final consonant missing, the pupil will make a new word by supplying a consonant in the blank space. Accuracy level is 4 of 5 correct substitutions (80%)	Ask the pupil to write a new word by putting a different consonant in the blank space. 1. hat - ha ___ 2. bet - be ___ 3. rap - ra ___ 4. mean - mea ___ 5. six - si ___
final conso- digraph to word	Given five one-syllable words and a similar word with the final consonant blend or digraph missing, the student will make a new word by supplying another consonant blend or digraph. Accuracy level is 4 of 5 correct substitutions (80%).	Ask the pupil to form a new word by putting a consonant blend/or digraph in the blank spac 1. coat - coa ___ ___ 2. read - rea ___ ___ 3. brand - bran ___ ___ 4. rub - ru ___ ___ 5. bat - ba ___ ___
hort vowel initial or on to make a	Given five one-syllable words containing a short vowel sound in the initial or medial position and an accompanying one-syllable word with the initial or medial vowel missing, the pupil will substitute	Ask the pupil to make a new word by putting d ferent vowel in the blank space. 1. will - w__ll 2. dig - d__g 3. him - h__m 4. net - n__t 5. as - __s

Skill Description	Criterion Referenced Items	Sample T
	another vowel to make a new word by writing a letter in the blank space. Accuracy level is 100%.	
5264 Substituting a long vowel sound to make a new word	Given five one-syllable words containing a long vowel sound and similar words with the vowel missing, the pupil will make a new word by substituting a vowel letter in the blank space. Accuracy level is 100%.	Ask the pupil to make a different vowel letter in 1. cone - 2. ride - 3. road - 4. pole - 5. grape -

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g vowel

new word

Criterion
Referenced Items

another vowel to make a new word by writing a letter in the blank space. Accuracy level is 100%.

Given five one-syllable words containing a long vowel sound and similar words with the vowel missing, the pupil will make a new word by substituting a vowel letter in the blank space. Accuracy level is 100%.

Sample Test Items

Ask the pupil to make a new word by putting a different vowel letter in the black space.

1. cone - c__ne
2. ride - r__de
3. road - r__ __d
4. pole - p__le
5. grape - gr__pe

General Objective

WR5265 Consonant and Vowel Irregularities

Given systematic instruction in the recognition of sound combinations containing silent letters and common consonant and vowel irregularities, each pupil by the end of the third grade will decode such words by completing all criterion referenced items within a range of 80-100% accuracy.

Skill Description	Criterion Referenced Items	S
5266 Distinguishing between the hard and soft sounds of c	Orally given two key words one representing the hard c sound and the other the soft c sound, the pupil will arrange ten c words into two columns under each key word depending upon the sound of the initial c. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)	Say, "Here are t CENT. The c in The c in cent sou ten words below sound like s und c words that sou cat. CAT 1. 2. 3. 4. 5. call city can cir

(Continued)

General Objective

WR5265 Consonant and Vowel Irregularities

Given systematic instruction in the recognition of sound combinations containing silent letters and common consonant and vowel irregularities, each pupil by the end of the third grade will decode such words by completing all criterion referenced items within a range of 80-100% accuracy.

ption

g between the sounds of c

Criterion Referenced Items

Orally given two key words one representing the hard c sound and the other the soft c sound, the pupil will arrange ten c words into two columns under each key word depending upon the sound of the initial c. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)

Sample Test Items

Say, "Here are two key words CAT and CENT. The c in cat sounds like a k. The c in cent sounds like a s. Look at the ten words below. Put the c words that sound like s under the word cent. Put the c words that sound like c under the word cat.

CAT	CENT
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

call city come center ceiling
can circus cup cold cereal

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	
5267 Distinguishing between the two sounds of g	Given two key words, one beginning with the hard g sounds and the other with the soft g sound, the pupil will arrange ten g words into two columns under each key word depending upon the sound of the initial g. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)	Say to the pu the top of you look at the w each word. as the first k word. If it h cond key wor GATE 1. 2. 3. 4. 5. Word List: g b
5268 Identifying the sound kw for the letter q	Orally given a one-syllable key word beginning with q, the pupil will indicate from a series of ten words those that begin with the q (kw) sound. The five q words must must be correctly identified. (100%)	Say to the pu underlined w I say some w sound as the Read: quick king quest
5269 Identifying the f sounds for the letters ph	Orally given a series of five one-syllable words containing the f sound, the pupil will write the letters ph or f to indicate the letters that represent f in each word pro-	Ask the pup If the f soun put an f bes sound is re ph beside th 1. tel 2. fe 3. ge 4. fa 5. ph

on (Continued)

cription	Criterion Referenced Items	Sample Test Items
shing between the ds of g	Given two key words, one beginning with the hard g sounds and the other with the soft g sound, the pupil will arrange ten g words into two columns under each key word depending upon the sound of the initial g. The acceptable level of accuracy is 8 of 10 words correctly placed. (80%)	Say to the pupil, "Look at the two words at the top of your paper. Say each word. No look at the words in the word list. Pronou each word. If the word has the same g so as the first key word, write it under that k word. If it has the same g sound as the second key word, write it under that key wo GATE: 1. 2. 3. 4. 5. GYM: 1. 2. 3. 4. 5. Word List: go, goose, cage, edge, egg, ag badge, goat, gum, ginger
ng the sound kw etter q	Orally given a one-syllable key word beginning with q, the pupil will indicate from a series of ten words those that begin with the q (kw) sound. The five q words must must be correctly identified. (100%)	Say to the pupil, "Listen as I pronounce th underlined word. Now listen carefully as I say some words, if they have the same sound as the key word say yes. QUEEN Read: quick kill quart king queer quite quest kite quay
ng the f sounds for ers ph	Orally given a series of five one-syllable words containing the f sound, the pupil will write the letters ph or f to indicate the letters that represent f in each word pro-	Ask the pupil to listen so each word is cal If the f sound is written f in the word he is put an f beside the word's number. If the sound is represented by a ph he is to put t ph beside the word's number. 1. telephone 2. feel 3. geography 4. face 5. phase

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Te
5270 Distinguishing between the two sounds of s	Given ten words ending in s, the pupil will identify the sound of the s by marking s or z over the word. Accuracy level is 8 of 10 correct responses (80%).	Ask the pupil to mark s b ing in the s sound and z be having z sound at the end. 1. bus 6. b 2. his 7. y 3. does 8. r 4. us 9. f 5. miss 10. i
5271 Demonstrating an understanding that the combination gh is usually silent when preceded by an i	After recognizing words containing the igh combination, the pupil will demonstrate his understanding of this generalization by successfully pronouncing igh words and words containing gh which is preceded by another letter which modifies the sound of the gh, Accuracy level is 8 of 10 correct responses (80%)	Instruct the pupil to look a pronounce it. 1. light 6. n 2. enough 7. b 3. night 3. r 4. high 9. f 5. bought 10. t

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	Criterion Referenced Items	Sample Test Items
een the	Given ten words ending in s, the pupil will identify the sound of the s by marking s or z over the word. Accuracy level is 8 of 10 correct responses (80%).	Ask the pupil to mark s beside the words ending in the s sound and z beside the words having z sound at the end. 1. bus 6. boys 2. his 7. yes 3. does 8. runs 4. us 9. fuss 5. miss 10. is
nder- mbina- ilent n i	After recognizing words containing the igh combination, the pupil will demonstrate his understanding of this generalization by successfully pronouncing igh words and words containing gh which is preceded by another letter which modifies the sound of the gh, Accuracy level is 8 of 10 correct responses (80%)	Instruct the pupil to look at each word and pronounce it. 1. light 6. might 2. enough 7. brought 3. night 8. rough 4. high 9. fight 5. bought 10. though

Skill Description	Criterion Referenced Items	Sa
5272 Demonstrating an understanding that in words beginning with the letter combination wr, the w is usually silent.	After recognizing a number of wr words by sight, the pupil will correctly pronounce ten words, some of which begin with wr and others beginning with a w. Accuracy level is 8 of 10 successful pronunciations (80%).	Instruct the pupil pronounce it. 1. when 2. wish 3. write 4. wrong 5. wood
5273 Identifying the short vowel sound of i when represented by the letter y at the end of a word	Given ten words ending in y, the pupil will indicate those in which the y represents the short i sound by underlining those words containing that sound. Accuracy level is 8 of 10 words correctly identified. (80%).	Ask the pupil to l it silently and un he hears the sho 1. pony 2. away 3. fly 4. funny 5. hurry

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ription	Criterion Referenced Items	Sample Test Items
ting an under- at in words be- h the letter on wr, the w is lent.	After recognizing a number of wr words by sight, the pupil will correctly pronounce ten words, some of which begin with wr and others beginning with a w. Accuracy level is 8 of 10 successful pronunciations (80%).	Instruct the pupil to look at each word and pronounce it. 1. when 2. wish 3. write 4. wrong 5. wood 6. wrap 7. wrinkle 8. wild 9. weak 10. wrote
the short vowel when represent- letter y at the ord	Given ten words ending in y, the pupil will indicate those in which the y represents the short i sound by underlining those words containing that sound. Accuracy level is 8 of 10 words correctly identified. (80%).	Ask the pupil to look at each word, say it silently and underline each word in which he hears the short i sound. 1. pony 2. away 3. fly 4. funny 5. hurry 6. cowboy 7. hi 8. ready 9. story 10. lazy

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample
5274 Identifying the sounds of vowels controlled by r	Orally given five pairs of words, the pupil will correctly identify the word in each pair that contains an r controlled sound. Accuracy level is 100%.	Ask the pupil to li ed. He is to say called in which an is heard. Say: 1. farm - field 2. team - term 3. stove - store 4. third - think 5. air - act

(Continued)

tion	Criterion Referenced Items	Sample Test Items
he sounds of rolled by r	Orally given five pairs of words, the pupil will correctly identify the word in each pair that contains an r controlled sound. Accuracy level is 100%.	Ask the pupil to listen while words are called. He is to say yes whenever a word is called in which an r controlled vowel sound is heard. Say: 1. farm - field 2. team - term 3. stove - store 4. third - think 5. air - act

Word Recognition (Continued)

General Objective

WR 5300 Structural Analysis: Inflectional Endings

Given concentrated study in inflectional endings ing, s, ed, and the apostrophe s, by the end of grade three, each pupil will aurally, orally, visually and graphically recognize, identify and apply these endings to appropriate root words, making any needed change to the root form within a range of 80-100% accuracy.

Skill Description	Criterion Referenced Items	
5301 Identifying inflectional endings in words	Given a list of ten words, the pupil will circle those which have inflectional endings. Accuracy level is 100%.	Instruct the pu that have endi 1. dogs 2. raini 3. run 4. joke 5. wante
5302 Identifying inflectional endings in sentences	Given five sentences, the student will underline the word in each sentence which has an inflectional ending. Accuracy level is 100%.	1. Moth 2. He si 3. She p 4. It is 5. She w

(Continued)

General Objective

WR 5300 Structural Analysis: Inflectional Endings

Given concentrated study in inflectional endings ing, s, ed, and the apostrophe s, by the end of grade three, each pupil will aurally, orally, visually and graphically recognize, identify and apply these endings to appropriate root words, making any needed change to the root form within a range of 80-100% accuracy.

ption	Criterion Referenced Items	Sample Test Items
nflectional ords	Given a list of ten words, the pupil will circle those which have inflectional endings. Accuracy level is 100%.	Instruct the pupil to circle the words below that have endings added to the root word. 1. dogs 2. raining 3. run 4. joke 5. wanted 6. sits 7. helped 8. dress 9. holds 10. bus
nflectional entences	Given five sentences, the student will underline the word in each sentence which has an inflectional ending. Accuracy level is 100%.	1. Mother called me. 2. He sits in a chair. 3. She put her hands in water. 4. It is raining now. 5. She was looking at a book.

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Word Recognition (Continued)

Skill Description	Criterion Referenced Items	
5303 Selecting the correct inflected form of root words	Given five incomplete sentences composed of words with inflectional endings, the student will underline the form of the word that completes the sentence. Four of five selections must be correct (80%).	Say to the pu underline the to complete t 1. Mother (2. Bob (hel 3. She is (p 4. They (ca 5. He (aske
5304 Supplying correct inflected form of root words	Given five sentences each having a root word which needs an ending, the pupil will complete the word by attaching the appropriate ending onto the word. Four of five sentences must be correct (80%).	Instruct the p Complete the or ing on the sentence cor 1. It is rain 2. My dog r 3. We help_ 4. He want_ 5. The baby
5305 Understanding the possessive using the apostrophe s	Given five incomplete sentences some of which contain words denoting ownership, the pupil will underline the form of the word that completes the sentence appropriately. Accuracy level is 80%.	Instruct the p word that co 1. ______ 2. My _____ 3. The _____ 4. The oak falling. 5. My _____

n (Continued)

ription	Criterion Referenced Items	Sample Test Items
e correct in- n of root words	Given five incomplete sentences composed of words with inflectional endings, the student will underline the form of the word that completes the sentence. Four of five selections must be correct (80%).	Say to the pupil, "In each sentence below underline the correct form of the word to complete the sentence. 1. Mother (working, works) in a store. 2. Bob (helping, helped) his father. 3. She is (played, playing) ball. 4. They (calling, called) Jim yesterday. 5. He (asked, asking) his mother.
orrect in- n of root words	Given five sentences each having a root word which needs an ending, the pupil will complete the word by attaching the appropriate ending onto the word. Four of five sentences must be correct (80%).	Instruct the pupil to read each sentence. Complete the sentence by writing s, ed, or ing on the line provided to make the sentence correct. 1. It is rain___ today. 2. My dog run___ fast. 3. We help___ the teacher. 4. He want___ to play with me. 5. The baby is sleep___ now.
ling the pos- ing the apostro-	Given five incomplete sentences some of which contain words denoting ownership, the pupil will underline the form of the word that completes the sentence appropriately. Accuracy level is 80%.	Instruct the pupil to draw a line under the word that completes each sentence. 1. __________hair is long. (Jane Jane's 2. My ________is round. (ball ball's 3. The ________ leg is hurt. (dog dog's) 4. The oak _______ leaves are falling. (tree tree's) 5. My _______ wears big hats. (father father's)

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	
5306 Demonstrating an understanding that the final e in words are dropped before an inflectional ending is added	Given a list of five words with inflectional endings, the pupil will write the root words all of which end with an e. Four of five words must be written correctly (80%).	Instruct the pu correctly taki ing. 1. hoped 2. makin 3. chang 4. comin 5. pleas
5307 Adding the appropriate ending to root words ending in final e when found in sentence context	Given five incomplete sentences, the student will complete the sentences by adding the appropriate ending to a given root word which ends in silent e. Four of five words must be rewritten accurately (80%).	Instruct the pu by adding an e and writing the provided. 1. We ate ba 2. The cowb 3. Billy is ri 4. Are you c 5. Mother m
5308 Demonstrating the understanding that in certain words the final consonant is doubled before an ending is added	Given a list of ten words some of which require the doubling of final consonant before adding an inflectional ending, the pupil will write the word adding the ending ing. Accuracy level is 8 of 10 words written correctly (80%).	Instruct the pu the line provid 1. mop__ 2. end__ 3. run__ 4. add__ 5. hit__ 6. play__ 7. get__ 8. bat__ 9. hop__ 10. color

(Continued)

ption	Criterion Referenced Items	Sample Test Items
ng an under- the final e in opped before al ending is	Given a list of five words with inflectional endings, the pupil will write the root words all of which end with an e. Four of five words must be written correctly (80%).	Instruct the pupil to rewrite each word correctly taking off the inflectional ending. 1. hoped ______ 2. making ______ 3. changes ______ 4. coming ______ 5. pleased ______
ppropriate ot words ending en found in text	Given five incomplete sentences, the student will complete the sentences by adding the appropriate ending to a given root word which ends in silent e. Four of five words must be rewritten accurately (80%).	Instruct the pupil to complete each sentence by adding an ending to the underlined word and writing the complete word on the line provided. 1. We ate bake ham for dinner. ______ 2. The cowboy is rope the calf. ______ 3. Billy is ride his bike. ______ 4. Are you come? ______ 5. Mother make breakfast every morning. ______
ng the under- in certain nal consonant efore an ending	Given a list of ten words some of which require the doubling of final consonant before adding an inflectional ending, the pupil will write the word adding the ending ing. Accuracy level is 8 of 10 words written correctly (80%).	Instruct the pupil to rewrite each word on the line provided adding the ending ing. 1. mop ______ 2. end ______ 3. run ______ 4. add ______ 5. hit ______ 6. play ______ 7. get ______ 8. bat ______ 9. hop ______ 10. color ______

Skill Description	Criterion Referenced Items	
5309 Writing the root word of words in context to which inflectional endings have been added	Given five sentences containing words with inflectional endings, the pupil will locate the word in each sentence which has an inflectional ending and then write the root word on the line provided. Accuracy level is 4 of 5 words written correctly (80%).	Instruct the p each sentence added. Ask h the line provi me. hit 1. She ripp 2. They are 3. Bob hope 4. Jane live 5. Children
5310 Adding inflectional endings to root words in the following catagories: A. Drop e add ing (come-coming) B. Add the apostrophe s to a name word C. Double final consonant (begin-beginning) D. Add d or s to word ending in e (bake-baked-bakes)	Given a paragraph in which inflectional endings have been omitted from the root words, the pupil will rewrite the paragraph adding an appropriate ending to each word. Accuracy level is 4 of 5 corrections (80%).	Instruct the below adding words underl Spring i up in the their ne kite. B practice

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ription	Criterion Referenced Items	Sample Test Items
root word of ontext to which l endings have	Given five sentences containing words with inflectional endings, the pupil will locate the word in each sentence which has an inflectional ending and then write the root word on the line provided. Accuracy level is 4 of 5 words written correctly (80%).	Instruct the pupil to locate the word in each sentence in which an ending has been added. Ask him to write the root word on the line provided. Example: He is hitting me. __hit____ 1. She ripped her dress. _____ 2. They are getting some water. _____ 3. Bob hoped to win a prize. _____ 4. Jane lives in that white house. _____ 5. Children were humming the song. _____
lectional endings rds in the following ries: e add ing ome-coming) the apostrophe a name word le final consonant egin-beginning) d or s to word ding in e ake-baked-bakes)	Given a paragraph in which inflectional endings have been omitted from the root words, the pupil will rewrite the paragraph adding an appropriate ending to each word. Accuracy level is 4 of 5 corrections (80%).	Instruct the pupil to rewrite the paragraph below adding the correct endings to the words underlined. Spring is here. Flowers are come up in the yards. Robins are build their nests. Jim want to fly his kite. Bob is get ready for bat practice. Hurrah for Spring!

General Objective

WR 5320 Structural Analysis: Affixes

Given concentrated instruction in affixes in relation to root words, by the end of the third grade each student will select appropriate affixes for given root words and comprehend sentences containing these words in verbal and written exercises within an accuracy range of 80-100%.

Skill Description	Criterion Referenced Items	Sam
5321 Determining the meaning of the prefix un	Given a list of five words containing the prefix un, the pupil will pronounce the word and tell the meaning indicating that un means not with 100% accuracy.	Instruct the pupil to tell its meaning. 1. unlike 2. unnamed 3. unfair 4. unhappy 5. unkind
5322 Determining the meaning of the prefix dis	Given a list of five words containing the prefix dis, the pupil will pronounce the word and tell the meaning indicating that dis means not 100% accuracy.	Instruct the pupil to tell its meaning. 1. dishonest 2. displeased 3. disobey 4. disagree 5. disabled

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General Objective

WR 5320 Structural Analysis: Affixes

Given concentrated instruction in affixes in relation to root words, by the end of the third grade each student will select appropriate affixes for given root words and comprehend sentences containing these words in verbal and written exercises within an accuracy range of 80-100%.

n	Criterion Referenced Items	Sample Test Items
meaning	Given a list of five words containing the prefix un, the pupil will pronounce the word and tell the meaning indicating that un means not with 100% accuracy.	Instruct the pupil to pronounce each word and tell its meaning. 1. unlike 2. unnamed 3. unfair 4. unhappy 5. unkind
meaning	Given a list of five words containing the prefix dis, the pupil will pronounce the word and tell the meaning indicating that dis means not 100% accuracy.	Instruct the pupil to pronounce each word and tell its meaning. 1. dishonest 2. displeased 3. disobey 4. disagree 5. disabled

Skill Description	Criterion Referenced Items	S
5323 Determining the meaning of the prefix pre	Given a list of five words containing the prefix pre the pupil will pronounce the word and tell the meaning indicating that pre means before with 100% accuracy	Ask the pupil to it's meaning. 1. presch 2. prejud 3. prehea 4. prewa 5. prepai
5324 Determining the meaning of the prefix re	Given a list of five words containing the prefix re, the child will pronounce the word and tell the meaning indicating that re means again with 100% accuracy.	Ask the pupil to it's meaning. 1. rerea 2. refill 3. rewrit 4. repay 5. repeat
5325 Selecting the appropriate prefixes for root words in sentence context	Given five sentences each containing a root word in need of a prefix, the pupil will select the correct prefix from the list (re, dis, un, pre). Accuracy level is four of five correct choices (80%).	Ask the pupil t dis, un or pre) 1. The ____u refriger 2. I don't thin with you 3. Mother ha 4. Did you __ 5. Did you __

Continued)

tion	Criterion Referenced Items	Sample Test Items
the meaning pre	Given a list of five words containing the prefix pre, the pupil will pronounce the word and tell the meaning indicating that pre means before with 100% accuracy	Ask the pupil to pronounce each word and tell it's meaning. 1. preschool 2. prejudge 3. preheat 4. prewar 5. prepaid
the meaning re	Given a list of five words containing the prefix re, the child will pronounce the word and tell the meaning indicating that re means again with 100% accuracy.	Ask the pupil to pronounce each word and tell it's meaning. 1. reread 2. refill 3. rewrite 4. repay 5. repeat
appropriate root words in text	Given five sentences each containing a root word in need of a prefix, the pupil will select the correct prefix from the list (re, dis, un, pre). Accuracy level is four of five correct choices (80%).	Ask the pupil to select the correct prefix (re, dis, un or pre) to complete the sentences. 1. The ____used juice should be put into the refrigerator. 2. I don't think you are right. I ____agree with you. 3. Mother has ___paid the bill. 4. Did you ___read your lesson? 5. Did you ___fill my glass with milk?

Skill Description	Criterion Referenced Items	Sample
5326 Comprehending the meaning of sentences containing prefixed words	Given sentences containing words with prefixes, the pupil will select from two sentences the one which means the same as the given sentence. Four of five correct choices must be made (80%).	Ask the pupil to read t group, then underline t the same as the given 1. Mother will unpack a.) Mother will p b.) Mother will t case. 2. Don't disobey you a.) Do your own b.) Do what your 3. The teacher will r a.) The teacher w again. b.) The teacher 4. Mr. Smith unlocke a.) He closed the b.) He opened th 5. Did you pre-heat t a.) Did you heat b.) Did you thro
5327 Determining the meaning of the suffix less	Given phrases containing words with the suffix less, the pupil will read each phrase and tell its meaning indicating that the suffix less means "without". Accuracy level is 100%.	Ask the pupil to read t the meaning of each. 1. A careless gi 2. A harmless s 3. A useless job 4. A helpless pu 5. A thankless b

nued)

	Criterion Referenced Items	Sample Test Items
mean- ntaining	Given sentences containing words with prefixes, the pupil will select from two sentences the one which means the same as the given sentence. Four of five correct choices must be made (80%).	Ask the pupil to read the first sentence in each group, then underline the sentence that means the same as the given sentence. 1. Mother will unpack the suitcase. a.) Mother will put things in the suitcase. b.) Mother will take things out of the suitcase. 2. Don't disobey your parents. a.) Do your own thing! b.) Do what your parents say. 3. The teacher will repeat the question. a.) The teacher will ask the question again. b.) The teacher will not ask the question. 4. Mr. Smith unlocked the door. a.) He closed the door. b.) He opened the door. 5. Did you pre-heat the ham? a.) Did you heat the ham before eating it? b.) Did you throw the ham away?
eaning	Given phrases containing words with the suffix less, the pupil will read each phrase and tell its meaning indicating that the suffix less means "without". Accuracy level is 100%.	Ask the pupil to read the phrases aloud and tell the meaning of each. 1. A careless girl 2. A harmless snake 3. A useless job 4. A helpless puppy 5. A thankless boy

Skill Description	Criterion Referenced Items	S
5328 Determining the meaning of the suffix ly	Given phrases containing words with the suffix ly, the pupil will orally read the phrase and tell its meaning. Accuracy level is 100%.	Ask the pupil to meaning. 1. The lo 2. The lo 3. The sic 4. The liv 5. The co
5329 Determining the meaning of the suffix ful	Given words containing the suffix ful, the pupil will tell the meaning of each word indicating that the suffix ful means full of. Accuracy level is 100%.	Ask the pupil to meaning. 1. hopeful 2. joyful 3. helpful 4. thankfu 5. powerf
5330 Selecting the appropriate suffixes for root words in sentence context	Given five sentences each containing a root word in need of a suffix, the pupil will select the correct suffix from the list (less, ly, ful). Accuracy level is 4 of 5 correct choices (80%).	Ask the pupil to ly, ful) to make 1. This is a lo 2. Bob is than 3. John was bu with matc 4. Jane always 5. The dog wil

(Continued)

ption	Criterion Referenced Items	Sample Test Items
the meaning ly	Given phrases containing words with the suffix ly, the pupil will orally read the phrase and tell its meaning. Accuracy level is 100%.	Ask the pupil to read each phrase and tell its meaning. 1. The lovely girl 2. The lonely puppy 3. The sickly kitten 4. The lively pony 5. The cowardly clown
the meaning ful	Given words containing the suffix ful, the pupil will tell the meaning of each word indicating that the suffix ful means full of. Accuracy level is 100%.	Ask the pupil to read each word and tell its meaning. 1. hopeful 2. joyful 3. helpful 4. thankful 5. powerful
appropriate root words in ext	Given five sentences each containing a root word in need of a suffix, the pupil will select the correct suffix from the list (less, ly, ful). Accuracy level is 4 of 5 correct choices (80%).	Ask the pupil to write the correct suffix (less, ly, ful) to make the sentences complete. 1. This is a love___ day. 2. Bob is thank____ that he is on the team. 3. John was burned because he was care____ with matches. 4. Jane always speaks and is friend___ to us. 5. The dog will not bite. He is harm_____.

Word Recognition (Continued)

	Skill Description	Criterion Referenced Items	Sam
5331	Comprehending the meaning of sentences containing suffixed words	Given sentences containing words with suffixes the pupil will select from two other sentences the one which means the same as the given sentence. Four of five correct choices must be made. (80%)	Ask the pupil to each group, then means the same 1. That is a col (a) That obj (b) That obj 2. The boy is l (a) The boy (b) The boy 3. That is a po (a) That cou (b) That cou 4. The farmer (a) The farm (b) The farm 5. That room is (a) The room (b) The room
5332	Comprehending the meaning of er as an agent	Given five words ending with er used as an agent, the child will correctly identify each root word and indicate its meaning. Accuracy level is 100%.	Instruct the pupil its root and oral 1. farmer 2. worker 3. teacher 4. skater 5. lion tamer,

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on	Criterion Referenced Items	Sample Test Items
the mean- s containing	Given sentences containing words with suffixes the pupil will select from two other sentences the one which means the same as the given sentence. Four of five correct choices must be made. (80%)	Ask the pupil to read the first sentence in each group, then underline the sentence that means the same as the given sentence. 1. That is a colorless object. (a) That object has no color. (b) That object has many colors. 2. The boy is lonely. (a) The boy is happy. (b) The boy is sad. 3. That is a powerful country. (a) That country is without power. (b) That country has much power. 4. The farmer worked daily. (a) The farmer worked sometimes. (b) The farmer worked everyday. 5. That room is odorless. (a) The room is without odor. (b) The room has a funny odor.
g the mean- n agent	Given five words ending with er used as an agent, the child will correctly identify each root word and indicate its meaning. Accuracy level is 100%.	Instruct the pupil to look at each word, underl its root and orally tell the meaning of the wor 1. farmer 2. worker 3. teacher 4. skater 5. lion tamer

Skill Description	Criterion Reference Items	Sa
5333 Comprehending the meanin of er and est when used as comparatives	Given five key phrases each accompanied by two phrases, one of which defines the key phrase, the pupil will underline the phrase that best describes the key phrase. Four of five correct choices must be made (80%).	Instruct the pupi underline the ac describes it. 1. The tallest a.) higher b.) higher 2. The shorter a.) less ta b.) smalle 3. The highest a.) farthe b.) farthe 4. The thickes a.) bigger trunk b.) bigger trunk 5. The house a.) closer b.) the ho
5334 Identifying affixes	Given a list of ten root words, five of which have prefixes and five of which have suffixes or endings, the pupil will demonstrate his recognition of affixed words by underlining each prefix and circling each suffix or ending.	Instruct the pup prefix and circl 1. unlike 2. retrac 3. taller 4. joyles 5. woolly

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tion	Criterion Reference Items	Sample Test Items
g the mean- st when used es	Given five key phrases each accompanied by two phrases, one of which defines the key phrase, the pupil will underline the phrase that best describes the key phrase. Four of five correct choices must be made (80%).	Instruct the pupil to read each key phrase and underline the accompanying phrase that best describes it. 1. The tallest building. a.) higher than all other buildings b.) higher than one other building 2. The shorter boy a.) less tall than one other boy b.) smaller than all of the boys 3. The highest window a.) farther up than any window b.) farther up than one other window 4. The thickest tree trunk a.) bigger around than the pine tree's trunk b.) bigger around than any other tree trunk 5. The house nearer to the school a.) closer to the school than John's hous b.) the house closest to the school
fixes	Given a list of ten root words, five of which have prefixes and five of which have suffixes or endings, the pupil will demonstrate his recognition of affixed words by underlining each prefix and circling each suffix or ending.	Instruct the pupil to draw a line under each prefix and circle each suffix or ending. 1. unlike 2. retrace 3. taller 4. joyless 5. woolly 6. displace 7. unknown 8. biggest 9. precook 10. beautiful

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Test
	Eight of ten choices must be correct. (80%).	
5335 Using affixes correctly in sentences	Given incomplete sentences to be completed by selecting one of two affixes for the given root word, the pupil will make the correct selection at least 4 of 5 times. (80%).	Instruct the pupil to read e choose the word that corre the sentence. 1. The third grade was ___ they would win the ba (hopeful, hopeless 2. John was ___ not play. (rehappy, unhappy 3. Mary was angry and ___ (disobeyed, obeyin 4. Bill's bucket of water i Jack's. (fullest, fuller) 5. Jane ___ the p a ruby ring. (rewrapped, unwra

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	Criterion Referenced Items	Sample Test Items
	Eight of ten choices must be correct. (80%).	
ctly in	Given incomplete sentences to be completed by selecting one of two affixes for the given root word, the pupil will make the correct selection at least 4 of 5 times. (80%).	Instruct the pupil to read each sentence and choose the word that correctly completes the sentence. 1. The third grade was ___________ that they would win the ball game. (hopeful, hopeless) 2. John was ___________ because he could not play. (rehappy, unhappy) 3. Mary was angry and ___________ he mother (disobeyed, obeying) 4. Bill's bucket of water is ___________ than Jack's. (fullest, fuller) 5. Jane ___________ the package and found a ruby ring. (rewrapped, unwrapped)

Skill Description	Criterion Referenced Items	Sample
5336 Substituting affixed words for phrases in sentence context	Given five sentences in which a phrase is underlined, the pupil will attach an affix to the key word thus replacing the phrase but retaining the original meaning. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to re substitute an affixed wo underlined. 1. We are not happy We are ____ 2. The book will be This book will b 3. I do not like carro I ____ 4. John banged the do John ____ 5. Bill did not spell Bill ____

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Criterion Referenced Items

Given five sentences in which a phrase is underlined, the pupil will attach an affix to the key word thus replacing the phrase but retaining the original meaning. Accuracy level is 4 of 5 correct choices (80%).

Sample Test Items

Instruct the pupil to read each sentence then substitute an affixed word for the phrase underlined.

1. We are not happy because it is raining.
   We are ______________ because it is raining.
2. The book will be of use to us.
   This book will be ___________ to us.
3. I do not like carrots.
   I _______________ carrots.
4. John banged the door in anger.
   John ______________ banged the door.
5. Bill did not spell six words correctly.
   Bill _______________ six words.

General Objective

WR 5340 Contractions

Given concentrated instruction in the purpose and use of contractions, each pupil by the end of the third grade will complete oral and written criterion referenced items regarding contractions with 80-100% accuracy.

Skill Description	Criterion Referenced Items	Sampl
5341 Understanding the concept of contractions	Given a list of five contractions and a second list of two words making a contraction, the pupil will draw a line from the two words to the matching contraction with 100% accuracy.	Instruct the pupil to traction to the two w contraction. 1. won't 2. I'll 3. didn't 4. I'm 5. can't
5342 Recognizing contractions made from not	Given a list of five contractions and made from not, the pupil will write the two words that make that contraction with 100% accuracy.	Instruct the pupil to make each contractio 1. don't _____ 2. won't _____ 3. didn't _____ 4. can't _____ 5. isn't _____

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General Objective

WR 5340 Contractions

Given concentrated instruction in the purpose and use of contractions, each pupil by the end of the third grade will complete oral and written criterion referenced items regarding contractions with 80-100% accuracy.

Criterion Referenced Items	Sample Test Items
Given a list of five contractions and a second list of two words making a contraction, the pupil will draw a line from the two words to the matching contraction with 100% accuracy.	Instruct the pupil to draw a line from the contraction to the two words which make that contraction. 1. won't I will 2. I'll will not 3. didn't did not 4. I'm cannot 5. can't I am
Given a list of five contractions and made from not, the pupil will write the two words that make that contraction with 100% accuracy.	Instruct the pupil to write the two words that make each contraction. 1. don't _____ _____ 2. won't _____ _____ 3. didn't _____ _____ 4. can't _____ _____ 5. isn't _____ _____

Skill Description	Criterion Referenced Items	Samp
5343 Recognizing contractions made from is, am and will	Given five contractions made from is, am and will, the pupil will write the two words that make that contraction with 100% accuracy.	Instruct the pupil to make each contracti 1. he's ____ 2. I'm ____ 3. you'll ____ 4. it's ____ 5. we'll ____
5344 Recognizing the difference between It's and Its	Given five sentences containing It's and Its, the child will underline the correct form to be use in the sentence. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to to complete the sent 1. (It's, Its) a pret 2. The bear cut (it 3. (It's, Its) my tu 4. I do not know (it 5. The cat tried to
5345 Recognizing the difference between you're and your	Given five sentences containing your and you're, the pupil will circle the correct form to be used in the sentence. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to complete the senten 1. Is this(your, you 2. (Your, You're) 3. (Your, You're) 4. That is not (you 5. Mother said tha
5346 Comprehending sentences containing contractions	Given five sentences containing contractions, the pupil will underline the contraction and write the meaning of the contraction on the numbered	Instruct the pupil to each sentence and w make the contractio sentence. 1. I'm in the first

n (Continued)

iption	Criterion Referenced Items	Sample Test Items
contractions is, am and will	Given five contractions made from is, am and will, the pupil will write the two words that make that contraction with 100% accuracy.	Instruct the pupil to write the two words that make each contraction. 1. he's ______ ______ 2. I'm ______ ______ 3. you'll ______ ______ 4. it's ______ ______ 5. we'll ______ ______
the difference and Its	Given five sentences containing It's and Its, the child will underline the correct form to be use in the sentence. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to underline the correct form to complete the sentence. 1. (It's, Its) a pretty day. 2. The bear cut (its, it's) paw. 3. (It's, Its) my turn now. 4. I do not know (its, it's) name. 5. The cat tried to save (its, it's) kitten.
the difference 're and your	Given five sentences containing your and you're, the pupil will circle the correct form to be used in the sentence. Accuracy level is 4 of 5 correct choices (80%).	Instruct the pupil to circle the correct form to complete the sentence. 1. Is this(your, you're) book? 2. (Your, You're) not finished yet, are you? 3. (Your, You're) pencil is lost. 4. That is not (your, you're) ball. 5. Mother said that (your, you're) moving soo
ing sentences ontractions	Given five sentences containing contractions, the pupil will underline the contraction and write the meaning of the contraction on the numbered	Instruct the pupil to underline the contract in each sentence and write the two words that make the contraction in the spaces below the sentence. 1. I'm in the first grade. ______ ______

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	
	line. Four of five correct responses must be given (80%).	2. Betty 3. I can 4. He i 5. I'd l

ognition (Continued)

l Description	Criterion Referenced Items	Sample Test Items
	line. Four of five correct responses must be given (80%).	2. Betty isn't at school today. _______ _________ 3. I can't be home Saturday. _______________ 4. He isn't playing ball. _______________ 5. I'd like to go to the park.

Word Recognition (Continued)

General Objectives

WR 5350 Compound Words

Given concentrated instruction in compound words, by the end of the second grade each student will understand the concept of compound words and will identify, read, form and use compound words with an accuracy level range of 80-100%.

Skill Description	Criterion Referenced Items	Sam
5351 Recognizing compound words	Given a list of ten compound words, the pupil will place a line between the two words forming the compound. Eight of ten words must be divided correctly (80%).	Instruct the pupil words which make 1. inside 2. cupcake 3. grandfath 4. baseball 5. policemar
5352 Identifying compound words	Given a list of ten words, five of which are compounds, the pupil will identify the compound words in the list with 100% accuracy.	Instruct the pupil "Some of the words compounds aloud." 1. sidewalk 2. name 3. baseball 4. outside 5. snow

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General Objectives

WR 5350 Compound Words

Given concentrated instruction in compound words, by the end of the second grade each student will understand the concept of compound words and will identify, read, form and use compound words with an accuracy level range of 80-100%.

Criterion Referenced Items	Sample Test Items
Given a list of ten compound words, the pupil will place a line between the two words forming the compound. Eight of ten words must be divided correctly (80%).	Instruct the pupil to put a line between the little words which make up larger words. 1. inside 6. snowman 2. cupcake 7. into 3. grandfather 8. birthday 4. baseball 9. cowboy 5. policeman 10. sometime
Given a list of ten words, five of which are compounds, the pupil will identify the compound words in the list with 100% accuracy.	Instruct the pupil to look at the words below. "Some of the words are compound. Read the compounds aloud." 1. sidewalk 6. grandmother 2. name 7. watchman 3. baseball 8. hat 4. outside 9. monkey 5. snow 10. coming

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WR-57
Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sam
5353 Forming compound words	Given the words: one, boy, man, self and side as the second half of compounds, the child will supply an appropriate first word to form a compound. Accuracy level is the correct formation of at least 4 compound words (80%).	Instruct the pupil each word below t 1. ________o 2. ________b 3. ________s 4. ________m 5. ________s
5354 Recognizing compound words in phrases	Given a list of five phrases, the pupil will read orally each phrase, and underline the compound word. Accuracy level is 100%.	Instruct the pupil Underline the com 1. the footb 2. out in the 3. in the sc 4. a red ne 5. beside th
5355 Using compound words in sentences	Given five incomplete sentences and a list of seven compound words, the pupil will select the appropriate compound to complete each sentence. Accuracy level is 4 of 5 sentences completed correctly. (80%)	Say to the pupil, finished. A comp list of compounds correctly comple word on the line 1. Pigs stay in 2. My brother 3. The ________ 4. The chair is 5. Our ________ classroom pig mailma

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on	Criterion Referenced Items	Sample Test Items
und words	Given the words: one, boy, man, self and side as the second half of compounds, the child will supply an appropriate first word to form a compound. Accuracy level is the correct formation of at least 4 compound words (80%).	Instruct the pupil to write a word in front of each word below to form a compound word. 1. ________one 2. ________boy 3. ________self 4. ________man 5. ________side
mpound es	Given a list of five phrases, the pupil will read orally each phrase, and underline the compound word. Accuracy level is 100%.	Instruct the pupil to read each group of words. Underline the compound word in each group. 1. the football game 2. out in the cornfield 3. in the schoolyard 4. a red necktie 5. beside the bed
d words in	Given five incomplete sentences and a list of seven compound words, the pupil will select the appropriate compound to complete each sentence. Accuracy level is 4 of 5 sentences completed correctly. (80%)	Say to the pupil, "Each sentence below is unfinished. A compound is needed. From the list of compounds, choose the one which will correctly complete the sentence. Write that word on the line provided. 1. Pigs stay in a ________________. 2. My brother wore a ______________ to church 3. The ____________ brought a letter. 4. The chair is __________ my bed. 5. Our _______________ is large. Compounds classroom pigpen outside raincoat mailman beside fisherman

General Objective

WR 5360 Plurals

Given intensive instruction regarding plural forms, each pupil will by the end of the third grade demonstrate his knowledge of the plural forms of words including: adding s or es to the singular, variant plural forms, and words having the same form for singular and plural. Criterion-referenced items must be completed within a 80-100% accuracy range.

Skill Description	Criterion Referenced Items	Sample T
5361 Forming plurals by adding s to the singular	Given a list of ten words whose plurals are formed by adding s to the singular form, the child will read each word and write the plural form. Accuracy level is the correct plural formation of at least 8 of 10 words (80%).	Instruct the pupil to wri each word below. 1. boat ________ 2. car ________ 3. friend ________ 4. paint ________ 5. kitten ________ 6. pocket ________ 7. rabbit ________ 8. word ________ 9. train ________ 10. duck ________

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General Objective

WR 5360 Plurals

Given intensive instruction regarding plural forms, each pupil will by the end of the third grade demonstrate his knowledge of the plural forms of words including: adding s or es to the singular, variant plural forms, and words having the same form for singular and plural. Criterion-referenced items must be completed within a 80-100% accuracy range.

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Criterion Referenced Items

Given a list of ten words whose plurals are formed by adding s to the singular form, the child will read each word and write the plural form. Accuracy level is the correct plural formation of at least 8 of 10 words (80%).

Sample Test Items

Instruct the pupil to write the plural form of each word below.

1. boat ____________
2. car ____________
3. friend ____________
4. paint ____________
5. kitten ____________
6. pocket ____________
7. rabbit ____________
8. word ____________
9. train ____________
10. duck ____________

Skill Description	Criterion Referenced Items	Sample
5362 Forming plurals by adding es to the singular	Given five words whose plurals are formed by adding es to the singular, the child will correctly write the plural form of these words. Accuracy level is 4 of 5 plurals correctly formed (80%).	Instruct the pupil to w each word below: 1. fox____ 2. wish____ 3. branch____ 4. dress____ 5. glass____
5363 Forming plurals by changing f to v and adding es	Given five words ending in f or fe, the child will write the correct plural form by changing f to v and adding es. Accuracy level is 4 of 5 correct plural forms. (80%)	Instruct the pupil to w each word below: 1. leaf____ 2. wolf____ 3. knife____ 4. calf____ 5. shelf____
5364 Forming plurals by changing y to i before adding es	Given five words ending in y, the child will write the correct plural form of that word by changing y to i and adding es to the root word with 100% accuracy.	Instruct the pupil to w each word below: 1. puppy____ 2. story____ 3. bunny____ 4. baby____ 5. pony____

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ion	Criterion Referenced Items	Sample Test Items
ls by adding lar	Given five words whose plurals are formed by adding es to the singular, the child will correctly write the plural form of these words. Accuracy level is 4 of 5 plurals correctly formed (80%).	Instruct the pupil to write the plural form of each word below: 1. fox________ 2. wish________ 3. branch________ 4. dress________ 5. glass________
ls by chang- adding es	Given five words ending in f or fe, the child will write the correct plural form by changing f to v and adding es. Accuracy level is 4 of 5 correct plural forms. (80%)	Instruct the pupil to write the plural form of each word below: 1. leaf________ 2. wolf________ 3. knife________ 4. calf________ 5. shelf________
ls by chang- re adding es	Given five words ending in y, the child will write the correct plural form of that word by changing y to i and adding es to the root word with 100% accuracy.	Instruct the pupil to write the plural form of each word below: 1. puppy________ 2. story________ 3. bunny________ 4. baby________ 5. pony________

Skill Description	Criterion Referenced Items	Sample
5365 Matching variant plurals with their singular forms	Given five words whose plurals are unusual and a list of the unusual plural forms, the pupil will match the singular words with their plural forms. Accuracy level is 100%.	Instruct the pupil to in column 1 with the 2 by drawing a line f 1 goose foot tooth mouse woman
5366 Recognizing plural forms	Given ten sentences each containing one word in its plural form, the pupil will circle the plural form in each sentence. Eight of ten words must be correctly identified (80%).	Instruct the pupil to plural in each senten took her shoes off. 1. The birds 2. My hands a 3. Are your fe 4. I will dry th 5. Bluebirds f 6. Orange and ground. 7. Branches f 8. Nurses loo 9. Airplanes 10. The red ca
5367 Changing sentences from singular to plural	Given five sentences each containing one singular noun, the pupil will make the singular noun plural. Accuracy level is 100%.	Instruct the pupil to singular to plural by word plural. Exam 1. The baby 2. The redbir 3. The glass 4. The house 5. The tall m ground.

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ion	Criterion Referenced Items	Sample Test Items
nt plurals ular forms	Given five words whose plurals are unusual and a list of the unusual plural forms, the pupil will match the singular words with their plural forms. Accuracy level is 100%.	Instruct the pupil to match the singular words in column 1 with the plural forms in column 2 by drawing a line from one to the other. 1 — 2 goose — mice foot — geese tooth — women mouse — teeth woman — feet
lural forms	Given ten sentences each containing one word in its plural form, the pupil will circle the plural form in each sentence. Eight of ten words must be correctly identified (80%).	Instruct the pupil to draw a ring around the plural in each sentence. Example: Jane took her shoes off. 1. The birds sang sweetly. 2. My hands are cold. 3. Are your feet tired? 4. I will dry the dishes. 5. Bluebirds flew away. 6. Orange and yellow leave fell to the ground. 7. Branches fell to the ground. 8. Nurses look pretty in white. 9. Airplanes travel through the air. 10. The red cars moved fast.
tences from ural	Given five sentences each containing one singular noun, the pupil will make the singular noun plural. Accuracy level is 100%.	Instruct the pupil to change each sentence from singular to plural by making the underlined word plural. Example: The dog dogs barked. 1. The baby __________ cried. 2. The redbird __________ flew away. 3. The glass __________ broke. 4. The house __________ blew down. 5. The tall man __________ slipped to the ground.

General Objectives

WR 5370 Syllabication

Given intensive instruction in syllabication each student will demonstrate, by the end of the third grade, his knowledge of syllabication by determining the number of syllables heard in a word and by dividing two and three syllable words correctly within an 80-100% accuracy range.

Skill Description

5371 Auditorily identifying the number of syllables in a word of two or more syllables.

Criterion Referenced Items

As he listens to the pronunciation of ten words of two or more syllables, the pupil will clap one time for each syllable he hears in the word. Accuracy level is 100%.

Sample T

Say, "Listen as I read
one time for each part
Demonstrate:look ing (

1. elephant____
2. mountain ____
3. happy ____
4. forgetful ____
5. auto ____
6. piano____
7. regret____
8. bookcase____
9. dresses____
10. happiness____

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General Objectives

WR 5370 Syllabication

Given intensive instruction in syllabication each student will demonstrate, by the end of the third grade, his knowledge of syllabication by determining the number of syllables heard in a word and by dividing two and three syllable words correctly within an 80-100% accuracy range.

Criterion Referenced Items

As he listens to the pronunciation of ten words of two or more syllables, the pupil will clap one time for each syllable he hears in the word. Accuracy level is 100%.

Sample Test Items

Say, "Listen as I read some words to you. Clap one time for each part of the word you hear". Demonstrate: look ing (clap, clap).

1. elephant ____________
2. mountain ____________
3. happy ____________
4. forgetful ____________
5. auto ____________
6. piano ____________
7. regret ____________
8. bookcase ____________
9. dresses ____________
10. happiness ____________

Skill Description	Criterion Referenced Items	Sample T
*5372 Demonstrating an understanding that each syllable contains one vowel sound	Given a list of ten words of one and two syllables, the pupil will write the number of syllables in each word by counting the number of vowel sounds in that word. Eight of ten words must be correct (80%).	Instruct the pupil to cou sounds in each word an syllables. 1. dog ___ 2. into ___ 3. rain ___ 4. daddy ___ 5. before ___
5373 Dividing words into syllables using VCCV rule	Given a minimum of ten words having the VCCV pattern, the pupil will correctly divide the words into syllables. Eight of ten words must be divided correctly. (80%)	Instruct the pupil to div syllables by putting a li Example: rab/bit 1. pencil 2. happy 3. yellow 4. funny 5. picture
5374 Dividing words into syllables using VCV rule	Given ten words having one consonant between two vowels, the child will divide the words into their syllables. Eight of ten words must be accurately divided. (80%)	Instruct the pupil to div syllables by putting a l 1. belong 2. around 3. along 4. never 5. wagon

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*Syllabication rules may be taught concurrently with vowel generalizations.

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on	Criterion Referenced Items	Sample Test Items
an under- ach syllable owel sound	Given a list of ten words of one and two syllables. the pupil will write the number of syllables in each word by counting the number of vowel sounds in that word. Eight of ten words must be correct (80%).	Instruct the pupil to count the number of vowel sounds in each word and write the number of syllables. 1. dog ___ 6. talk ___ 2. into ___ 7. hurry' ___ 3. rain ___ 8. green ___ 4. daddy ___ 9. around ___ 5. before ___ 10. birthday ___
s into syl- CCV rule	Given a minimum of ten words having the VCCV pattern. the pupil will correctly divide the words into syllables. Eight of ten words must be divided correctly. (80%)	Instruct the pupil to divide these words into syllables by putting a line between each syllable. Example: rab/bit 1. pencil 6. better 2. happy 7. surprise 3. yellow 8. window 4. funny 9. monkey 5. picture 10. garden
s into syl- VCV rule	Given ten words having one consonant between two vowels, the child will divide the words into their syllables. Eight of ten words must be accurately divided. (80%)	Instruct the pupil to divide these words into syllables by putting a line between each syllable 1. belong 6. cover 2. around 7. away 3. along 8. clever 4. never 9 magic 5. wagon 10. money

s may be taught
owel generalizations.

Word Recognition (Continued)

Skill Description	Criterion Referenced Items	Sample Test
5375 Dividing words into syllables using the consonant le rule	Given five words of more than one syllable ending in le, the child will divide the words into their syllables. Four of five words must be correctly divided. (80%)	Instruct the pupil to divide syllables by putting a line b 1. uncle 2. turtle 3. little 4. bottle 5. handle
*5376 Dividing words containing affixes into syllables	Given ten words containing prefixes and/or suffixes, the child will divide the words into their syllables. Eight of ten words must be correctly divided (80%).	Instruct the pupil to divide syllables by putting a line b 1. reload 6. 2. unfair 7. 3. hopeless 8. 4. disagreement 9. 5. preheat 10.
5377 Dividing words containing a vowel sounded alone	Given five words containing more than one syllable, one of which is a vowel sounded alone, the pupil will divide the words into syllables. Four of five words must be divided correctly (80%).	Instruct the pupil to divide syllables by putting a line b 1. about 2. piano 3. open 4. taxicab 5. ago

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* This skill may be taught concurrently with the identification of affixes.

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	Criterion Referenced Items	Sample Test Items
syl- onant	Given five words of more than one syllable ending in le, the child will divide the words into their syllables. Four of five words must be correctly divided. (80%)	Instruct the pupil to divide these words into syllables by putting a line between each syllable. 1. uncle 2. turtle 3. little 4. bottle 5. handle
aining	Given ten words containing prefixes and/or suffixes, the child will divide the words into their syllables. Eight of ten words must be correctly divided (80%).	Instruct the pupil to divide these words into syllables by putting a line between each syllable. 1. reload 2. unfair 3. hopeless 4. disagreement 5. preheat 6. unlikely 7. sweetness 8. friendly 9. cheerful 10. foolish
aining ne	Given five words containing more than one syllable, one of which is a vowel sounded alone, the pupil will divide the words into syllables. Four of five words must be divided correctly (80%).	Instruct the pupil to divide these words into syllables by putting a line between the syllables. 1. about 2. piano 3. open 4. taxicab 5. ago

concurrently
ffixes.

Skill Description	Criterion Referenced Items	Sample T
5378 Dividing multi-syllabic words utilizing a combination of rules	Given ten words containing more than one syllable and representing a combination of rules for syllabication, the pupil will divide the words into syllables. Eight of ten words must be correctly divided (80%).	Divide these words into line between the parts. 1. scamper 2. polite 3. continue 4. darkening 5. pathway
5379 Auditorily identifying accented syllables	Orally given five words containing two syllables, the pupil will repeat the syllable that is accented. Accuracy level is 100%.	Say, "I am going to say for the syllable that is h this syllable." 1. sorry______ 2. hopeless______ 3. ago______ 4. beside______ 5. trouble______

tinued)

	Criterion Referenced Items	Sample Test Items
llabic combina-	Given ten words containing more than one syllable and representing a combination of rules for syllabication, the pupil will divide the words into syllables. Eight of ten words must be correctly divided (80%).	Divide these words into syllables by placing a line between the parts. 1. scamper 2. polite 3. continue 4. darkening 5. pathway 6. tremble 7. renew 8. department 9. potatoe 10. telephone
ying s	Orally given five words containing two syllables, the pupil will repeat the syllable that is accented. Accuracy level is 100%.	Say, "I am going to say some words. Listen for the syllable that is heard the most. Say this syllable." 1. sorry__________ 2. hopeless_______ 3. ago____________ 4. beside_________ 5. trouble________

7000 STUDY SKILLS

General Objective

SS 7100 Alphabetization and Numeration

Given concentrated instruction in alphabetization and numeration, by the end of the third grade each pupil will demonstrate his understanding of these concepts by completing criterion referenced items with a minimum accuracy level of 80%.

Skill Description	Criterion Referenced Items	Sample T
7101 Recognizing numerical sequence	Given a list of five page numbers, the pupil will write the numbers in proper numerical sequence with 100% accuracy.	Instruct the pupil to wri order from the smalles 25______ 13______ 106______ 274______ 8______
7102 Finding specific pages by matching the number written on the board with the page in the book	Given a book and five page numbers beginning with one-digit numbers and progressing to three-digit numbers written on the chalkboard, the child will find each page in the book by matching the numbers with 80% accuracy. (Four of five correct.)	Give the pupil a book a "Find in your book the n chalkboard. Be sure th 7______ 16______ 73______ 128______ 251______

7000 STUDY SKILLS

General Objective

SS 7100 Alphabetization and Numeration

Given concentrated instruction in alphabetization and numeration, by the end of the third grade each pupil will demonstrate his understanding of these concepts by completing criterion referenced items with a minimum accuracy level of 80%.

Criterion Referenced Items	Sample Test Items
Given a list of five page numbers, the pupil will write the numbers in proper numerical sequence with 100% accuracy.	Instruct the pupil to write these numbers in order from the smallest to the largest. 25______ 13______ 106______ 274______ 8______
Given a book and five page numbers beginning with one-digit numbers and progressing to three-digit numbers written on the chalkboard, the child will find each page in the book by matching the numbers with 80% accuracy. (Four of five correct.)	Give the pupil a book and these instructions. "Find in your book the numbers written on the chalkboard. Be sure the two numbers match." 7______ 16______ 73______ 128______ 251______

Skill Description	Criterion Referenced Items	S
7103 Demonstrating an understanding of numbering of exercises	Given a book and a specific page number, the pupil will locate five specific exercises by pointing to the number representing each with 80% accuracy.	Instruct the pu book. Now poi 3, 5, 7, 9, 12." to give the chi requested exe
7104 Understanding pagination and numbering of exercises	Given a book the pupil will locate the five pages and exercise numbers requested by the examiner with 80% accuracy.	Instruct the pu a) Turn to pa finger beside e b) Turn to pa finger beside e c) Turn to pa finger beside e d) Turn to pa finger beside e e) Turn to pa finger beside e
*7105 Alphabetizing words having different beginning letters	Given flash cards of ten words each having a different beginning letter, the pupil will arrange the cards in alphabetical order with 100% accuracy.	Present ten fla as these, each letter. Ask th in alphabetical kitten picnic balloon turtle money

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* See Readiness and Perception areas for prerequisite alphabet recognition skill.

nued)

ption	Criterion Referenced Items	Sample Test Items
ng an under- umbering of	Given a book and a specific page number, the pupil will locate five specific exercises by pointing to the number representing each with 80% accuracy.	Instruct the pupil to:"Turn to page (42) in you book. Now point to the following exercises: 3, 5, 7, 9, 12."(Pause between each exercise to give the child a chance to find the requested exercise).
ng pagination ng of exercises	Given a book the pupil will locate the five pages and exercise numbers requested by the examiner with 80% accuracy.	Instruct the pupil to : a) Turn to page 15 in your book and put your finger beside exercise 3. b) Turn to page 27 in your book and put your finger beside exercise 9. c) Turn to page 48 in you book and put your finger beside exercise 8. d) Turn to page 115 in your book and put you finger beside exercise 5. e) Turn to page 220 in your book and put you finger beside exercise 10.
g words having ginning letters	Given flash cards of ten words each having a different beginning letter, the pupil will arrange the cards in alphabetical order with 100% accuracy.	Present ten flash cards containing words suc as these, each of which begin with a different letter. Ask the pupil to arrange these words in alphabetical order. kitten 1. ____________ picnic 2. ____________ balloon 3. ____________ turtle 4. ____________ money 5. ____________
nd Perception isite alphabet		

Skill Description	Criterion Referenced Items	Sample
7106 Alphabetizing words having the same beginning letter	Given two lists of five words each beginning with the same letter, the pupil will write the words in each list in alphabetical order with 80% accuracy.	Present two lists of fiv in each list beginning w Ask pupil to re-write e order. 1 button ________ basket ________ bridge ________ bell ________ block ________
7107 Alphabetizing words having the same two beginning letters	Given a list of five words each beginning with the same two letters, the pupil will write the words in alphabetical order with 80% accuracy.	Present a list of five w the same two letters. re-write the words in park ________ pay ________ pail ________ paper ________ pass ________
7108 Alphabetizing words having the same three beginning letters	Given a list of five words each beginning with the same three letters, the pupil will write the words in alphabetical order with 80% accuracy.	Present a list of five w the same three letters. re-write the words in grateful ________ grab ________ grant ________ grain ________ gray ________

8

	Criterion Referenced Items	Sample Test Items
having etter	Given two lists of five words each beginning with the same letter, the pupil will write the words in each list in alphabetical order with 80% accuracy.	Present two lists of five words each, the words in each list beginning with the same letter. Ask pupil to re-write each list in alphabetical order. 1: button ________ basket ________ bridge ________ bell ________ block ________ 2: trunk ________ teach ________ tape ________ twin ________ tire ________
having ng	Given a list of five words each beginning with the same two letters, the pupil will write the words in alphabetical order with 80% accuracy.	Present a list of five words each beginning with the same two letters. Instruct the pupil to re-write the words in alphabetical order. park ________ pay ________ pail ________ paper ________ pass ________
having ning	Given a list of five words each beginning with the same three letters, the pupil will write the words in alphabetical order with 80% accuracy.	Present a list of five words each beginning with the same three letters. Instruct the pupil to re-write the words in alphabetical order. grateful ________ grab ________ grant ________ grain ________ gray ________

SS-4
Study Skills (Continued)

	Skill Description	Criterion Referenced Items	Sa
7109	Writing the letter that immediately follows a given letter in the alphabet	Given five letters in random order, the pupil will write the letter that immediately follows each letter. Four of five correct choices must be made. (80% accuracy level)	Instruct the pupil each of these lett c ___ m ___ g ___ v ___ r ___
7110	Writing the letter that immediately precedes a given letter in alphabetical order	Given five letters in random order, the pupil will write the letter that immediately precedes each of the five. Accuracy level is 80%.	Instruct the pupil right before the ___ f ___ p ___ x ___ n ___ t
*7111	Stating the quarter of the alphabet in which a given letter is located	Given the first and last letter of each quarter division of the alphabet, the pupil will state in which division each of the five given letters appear. Accuracy level is 100%.	Present the first of the alphabet: 1st A-F Now present five into which quarte 1. J ___ 2. P ___ 3. V ___ 4. E ___ 5. N ___

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* Be sure pupils have the concept of quarters and beginning, middle, and end.

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<table>
<tr><th>ion</th><th>Criterion Referenced Items</th><th>Sample Test Items</th></tr>
<tr><td>ter that
llows a
the alphabet</td><td>Given five letters in random order, the pupil will write the letter that immediately follows each letter. Four of five correct choices must be made. (80% accuracy level)</td><td>Instruct the pupil to write the letter that follow each of these letters.
c __
m __
g __
v __
r __</td></tr>
<tr><td>ter that
recedes a
alphabetical</td><td>Given five letters in random order, the pupil will write the letter that immediately precedes each of the five. Accuracy level is 80%.</td><td>Instruct the pupil to write the letter that comes right before the given letter.
__ f
__ p
__ x
__ n
__ t</td></tr>
<tr><td>rter of the
ich a given
ed</td><td>Given the first and last letter of each quarter division of the alphabet, the pupil will state in which division each of the five given letters appear. Accuracy level is 100%.</td><td>Present the first and last letters of each quar of the alphabet:<table><tr><td>1st</td><td>2nd</td><td>3rd</td><td>4th</td></tr><tr><td>A-F</td><td>G-L</td><td>M-R</td><td>S-Z</td></tr></table>Now present five letters. Pupil will indicate into which quarter the letter falls.
1. J ______
2. P ______
3. V ______
4. E ______
5. N ______</td></tr>
<tr><td>ve the concept
inning, middle,</td><td></td><td></td></tr>
</table>

Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample Tes
7112 Demonstrating the ability to alphabetize names	Given a list of ten last names, the pupil will write the names in alphabetical order with 100% accuracy.	Instruct the pupil to rearra betical order. Present a w last names. Jones 1. ______ Smith 2. ______ Carter 3. ______ Young 4. ______ Adams 5. ______ Watson 6. ______ Brown 7. ______ Roberts 8. ______ Davis 9. ______ Mann 10. ______

ability

es

Criterion Referenced Items

Given a list of ten last names, the pupil will write the names in alphabetical order with 100% accuracy.

Sample Test Items

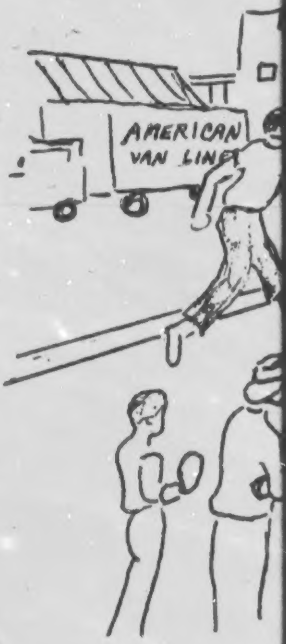
Instruct the pupil to rearrange the list in alphabetical order. Present a written list of common last names.

Jones 1. ____________
Smith 2. ____________
Carter 3. ____________
Young 4. ____________
Adams 5. ____________
Watson 6. ____________
Brown 7. ____________
Roberts 8. ____________
Davis 9. ____________
Mann 10. ____________

General Objective

SS 7200 Title Page, Table of Contents, Glossary and Dictionary

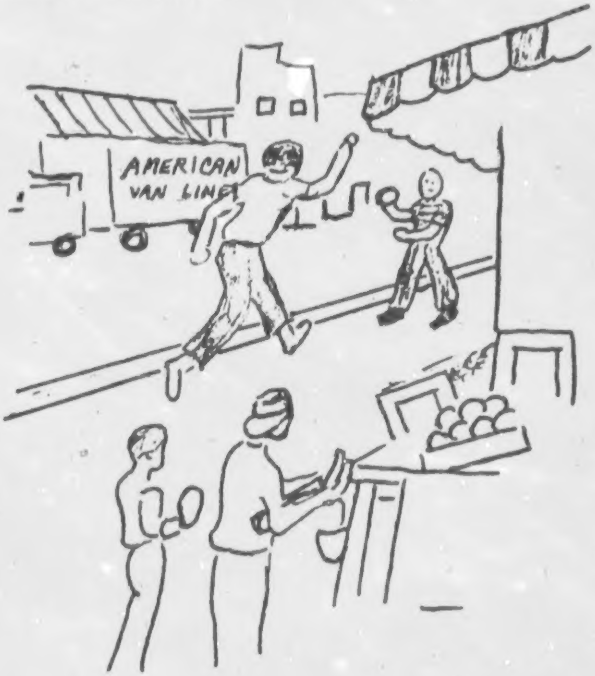
Given concentrated instruction in locating specific items of information from a title page, table of contents, glossary and dictionary by the end of grade three each pupil will complete the criterion referenced items with 80% accuracy.

Skill Description	Criterion Referenced Items	Sample T
7201 Pointing out specific items in a picture	Given a picture card, the pupil will point out a minimum of four or five items named. Accuracy level 80%	"Look at this picture with the ball, etc." 

General Objective

SS 7200 Title Page, Table of Contents, Glossary and Dictionary

Given concentrated instruction in locating specific items of information from a title page, table of contents, glossary and dictionary by the end of grade three each pupil will complete the criterion referenced items with 80% accuracy.

Criterion Referenced Items	Sample Test Items
Given a picture card, the pupil will point out a minimum of four or five items named. Accuracy level 80%	"Look at this picture. Point to the truck, the boy with the ball, etc." 

Skill Description	Criterion Referenced Items	
7202 Using the title page to find the title of the book and the name of the author(s)	Given a book, the pupil will turn to the title page and point to the name of the author(s) and the title of the book with 100% accuracy.	Give the p which incl Ask the pu authors' n
7203 Using a table of contents to find the page number on which a given selection begins	Given a table of contents extracted from a book, the pupil will read aloud the number of the page on which two given selections begin. Accuracy level is 100%.	Ask the pu selections ST A Pet First May W Findin Bob G My Do
7204 Using a table of contents to find story titles when page numbers are given	Given a table of contents from a book and the page numbers on which three selections begin, the pupil will use the table of contents to find and read aloud the titles of the selections. Accuracy level: 100%	Instruct the of Contents beginning Going Let's Let's Catchi Joe's Going

ontinued)

cription	Criterion Referenced Items	Sample Test Items
title page to find f the book and the he author(s)	Given a book, the pupil will turn to the title page and point to the name of the author(s) and the title of the book with 100% accuracy.	Give the pupil a book containing a title pa which includes the title and author(s) name Ask the pupil to tell the book's title and t authors' name.
ble of contents to age number on iven selection	Given a table of contents extracted from a book, the pupil will read aloud the number of the page on which two given selections begin . Accuracy level is 100%.	Ask the pupil to tell on what pages two of selections begin. STORIES A Pet For Mary --------------- 4 First Day of School ----------- 7 May We See the Pets? --------- 12 Finding A Good Pet ----------- 15 Bob Gets A Dog--------------- 23 My Dog Happy---------------- 30
ble of contents to titles when page are given	Given a table of contents from a book and the page numbers on which three selections begin, the pupil will use the table of contents to find and read aloud the titles of the selections. Accuracy level: 100%	Instruct the pupil to look at this sample T of Contents and read the titles of the stor beginning on pages 37, 43 and 53. Going Fishing --------------- 34 Let's Go! ------------------ 37 Let's Fish------------------ 40 Catching a Fish------------- 43 Joe's Big Fish ------------- 47 Going Home ---------------- 53

Study Skills (Continued)

Skill Description

7205 Using a glossary to find meanings of words used in sentence context

Criterion
Referenced Items

Given five sentences containing one underlined word per sentence and a glossary page containing each of these words, the pupil will find each word and read the appropriate meaning with 80% accuracy.

Sample

Show pupil the sample
him to read the senten
words in the glossary
finition .

Sampl

adventure

adventure- 1)an unusua
happening 2) to meet
with new and excitin
happenings

against - 1) touching s
thing 2) opposite to

awful - 1) something
terrible 2) to fill wit
deep respect

belt - 1) a narrow piec
of cloth put around th
body

blink - 1) to close the
quickly

---

1. **We got caught in a**
2. Our new house is
3. Jim bought a new
4. Did you watch the
television?
5. The soldier fired

find

used in

Criterion Referenced Items

Given five sentences containing one underlined word per sentence and a glossary page containing each of these words, the pupil will find each word and read the appropriate meaning with 80% accuracy.

Sample Test Items

Show pupil the sample glossary page, then ask him to read the sentences, locate the underlined words in the glossary and read the correct definition .

Sample Glossary

adventure

adventure- 1)an unusual happening 2) to meet with new and exciting happenings

against - 1) touching something 2) opposite to

awful - 1) something terrible 2) to fill with deep respect

belt - 1) a narrow piece of cloth put around the body

blink - 1) to close the eyes quickly

cannon

blizzard - 1) a hard snow with high winds

bother - 1) to worry 2) give trouble to

brick - 1) used to make buildings or streets

business - 1) a way to make a living 2) something that must be done

cannon - 1) a large gun

---

1. We got caught in a blizzard last winter.
2. Our new house is red brick.
3. Jim bought a new white belt.
4. Did you watch the cowboy adventure on television?
5. The soldier fired the cannon five times.

SS-9

Study Skills (Continued)

Skill Description	Criterion-Referenced Items	
*7206 Recognizing guide words	Given a page from an elementary dictionary, the pupil will demonstrate his recognition of guide words by pointing to the guide words on the top of that page with 100% accuracy.	Give the pupil page containin to the two guid
7207 Identifying guide words	Given a dictionary page, the pupil will locate and write the guide words with 100% accuracy.	Give the pupil to a specific pa two guide word
7208 Identifying entry words	Given a dictionary page, the pupil will write the first two and the last two entry words found on that page with 100% accuracy.	Give the pupil to a specifice and the last tw
7209 Using guide words as locational tools	Given five words, the pupil will locate each in a given dictionary and write the guide words for the entry words with 80% accuracy.	Give the pupil each of the five and write the t page. 1. brush 2. dime 3. hatch 4. thump 5. village

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* Dictionary usage must be preceded by thorough understanding of alphabetical order. An elementary (primary) dictionary must be used.

tinued)

iption	Criterion-Referenced Items	Sample Test Items
guide words	Given a page from an elementary dictionary, the pupil will demonstrate his recognition of guide words by pointing to the guide words on the top of that page with 100% accuracy.	Give the pupil a dictionary turned to a specifi page containing guide words. Ask him to point to the two guide words on that page.
guide words	Given a dictionary page, the pupil will locate and write the guide words with 100% accuracy.	Give the pupil a dictionary. Ask him to turn to a specific page and locate and write the two guide words.
entry words	Given a dictionary page, the pupil will write the first two and the last two entry words found on that page with 100% accuracy.	Give the pupil a dictionary. Ask him to turn to a specifice page and write the first two and the last two entry words found on that pag
words as lo- ls ge must be pre- h understanding rder. An ele- y) dictionary	Given five words, the pupil will locate each in a given dictionary and write the guide words for the entry words with 80% accuracy.	Give the pupil a dictionary. Ask him to locat each of the five entry words in the dictionary and write the two guide words at the top of eacl page. 1. brush ______ ______ 2. dime ______ ______ 3. hatch ______ ______ 4. thump ______ ______ 5. village ______ ______

Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample T
* 7210 Using entry words as aids to locating variants	Given a dictionary and variant forms of five root words, the child will write the root word beside the variant form and indicate the number of the page on which the entry (root) word is found. Eight of the ten tasks (five root words and five page numbers) must be correct (80%).	Instruct the pupil to wri the five words below the in the dictionary and put it. word 1. smoothly 2. beginning 3. puzzles 4. fearful 5. wrapped
7211 Choosing appropriate meanings for words having multiple meanings	Given five sentences each containing an underlined word which has multiple meanings, the pupil will locate each underlined word in a given dictionary and write the meaning which suits the sentence. At least four of five words must be correctly defined (80%).	Instruct the pupil to 1) locate the underlined wo 3) write the meaning tha of the sentence. 1. This ice cream is f 2. Our kitten has a pat 3. This needle from 4. I lost the heel of my 5. He is the team's ca 1. frozen means _ 2. patch means _ 3. needle means _ 4. heel means ____ 5. captain means

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* Pupils must pass structural analysis items dealing with inflectional endings and affixes before taking this test.

	Criterion Referenced Items	Sample Test Items
l) 2 s as aids ts	Given a dictionary and variant forms of five root words, the child will write the root word beside the variant form and indicate the number of the page on which the entry (root) word is found. Eight of the ten tasks (five root words and five page numbers) must be correct (80%).	Instruct the pupil to write the root of each of the five words below then locate that root word in the dictionary and put the page number beside it. word root word page number 1. smoothly ________ ________ 2. beginning ________ ________ 3. puzzles ________ ________ 4. fearful ________ ________ 5. wrapped ________ ________
riate mean- ving s	Given five sentences each containing an underlined word which has multiple meanings, the pupil will locate each underlined word in a given dictionary and write the meaning which suits the sentence. At least four of five words must be correctly defined (80%).	Instruct the pupil to 1) read each sentence; 2) locate the underlined word in the dictionary; 3) write the meaning that best fits the context of the sentence. 1. This ice cream is frozen solid. 2. Our kitten has a patch of white on its back. 3. This needle from the pine tree is sharp. 4. I lost the heel of my shoe. 5. He is the team's captain. 1. frozen means ________________ 2. patch means ________________ 3. needle means ________________ 4. heel means ________________ 5. captain means ________________
uctural with in- affixes be-		

General Objectives

SS 7300 Following Directions

Given systematic instruction in and opportunities for following directions, the student will implement directions in criterion referenced items within a range of 80-100% accuracy.

Skill Description	Criterion Referenced Items	Sampl
7301 Following one-step oral directions	Given an oral direction requiring body movement, the pupil will independently follow the direction with 100% accuracy.	Tell the child to stan
7302 Following more complex oral directions	Given oral directions for three things to do, the pupil will independently follow the directions with 100% accuracy.	Tell pupil to walk to t close the door.
7303 Following one-step written directions	Given a written direction requiring physical motion, the pupil will silently read the direction and follow it with 100% accuracy.	Instruct the pupil to s direction, then do as "Run t

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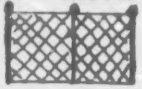
General Objectives

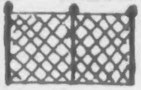
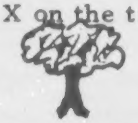
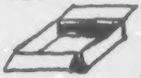
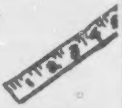
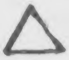
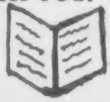
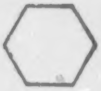
SS 7300 Following Directions

Given systematic instruction in and opportunities for following directions, the student will implement directions in criterion referenced items within a range of 80-100% accuracy.

n	Criterion Referenced Items	Sample Test Items
ep oral	Given an oral direction requiring body movement, the pupil will independently follow the direction with 100% accuracy.	Tell the child to stand on one foot.
complex	Given oral directions for three things to do, the pupil will independently follow the directions with 100% accuracy.	Tell pupil to walk to the door, open it, then close the door.
ep written	Given a written direction requiring physical motion, the pupil will silently read the direction and follow it with 100% accuracy.	Instruct the pupil to silently read the following direction, then do as it says: "Run to the door."

Skill Description	Criterion Referenced Items	Sa
7304 Following more complex written directions	Given three connected directions, the pupil will silently read the directions and follow them with 100% accuracy.	Instruct the pupi directions, then " " "
7305 Following written test directions	Given a five item written test with difference directions for each item, the pupil will silently read the directions and follow them independently. Four of five directions must be followed correctly (80%).	Instruct the pupi himself, then do 1. Draw o G 2. Circle t hi 3. Mark a  4. Color th 5. Fill in t say. ○ did

inued)

iption	Criterion Referenced Items	Sample Test Items
ore complex ctions	Given three connected directions, the pupil will silently read the directions and follow them with 100% accuracy.	Instruct the pupil to silently read the following directions, then do as they say: "Pick up your pencil." "Write your name on this paper "Put the pencil on your desk."
ritten test	Given a five item written test with difference directions for each item, the pupil will silently read the directions and follow them independently. Four of five directions must be followed correctly (80%).	Instruct the pupil to read the directions to himself, then do as they say. 1. Draw one line under the letter C. G A C T 2. Circle the word saw. his saw ball was 3. Mark an X on the tree.     4. Color the ball red.    5. Fill in the circle in front of the word say. ○ did ○ make ○ say ○ run

General Objective

SS 7400 Maps, Charts, Graphs, Tables and Indices

Given systematic instruction in reading and interpreting maps, charts, graphs, tables and indices, the pupil will demonstrate his understanding of the related skills by completing criterion referenced items with a minimum accuracy level of 80%.

Skill Description	Criterion Referenced Items	Sa
7401 Understanding that the calendar illustrates a means of measuring time	Given a calendar of one month, the child will demonstrate his understanding of the tool by pointing to: a) the area designating the days of the week and b) the numbers representing the first day of the month and the last day of the month with 100% accuracy.	Ask the pupil to to: 1. The day 2. The nun of the 3. The nun of the

197
S
7
14
21
28

General Objective

SS 7400 Maps, Charts, Graphs, Tables and Indices

Given systematic instruction in reading and interpreting maps, charts, graphs, tables and indices, the pupil will demonstrate his understanding of the related skills by completing criterion referenced items with a minimum accuracy level of 80%.

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Criterion Referenced Items

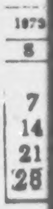
Given a calendar of one month, the child will demonstrate his understanding of the tool by pointing to: a) the area designating the days of the week and b) the numbers representing the first day of the month and the last day of the month with 100% accuracy.

Sample Test Items

Ask the pupil to look at the calendar and point to:

1. The days of the week
2. The number showing the first day of the month
3. The number showing the last day of the month

1973			OCTOBER			1973
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Skill Description	Criterion Referenced Items	Sa
7402 Demonstrating the use of a calendar to determine day and date of the month	Given a calendar of one month, the pupil will read the dates of the Mondays and Wednesdays for that month with 100% accuracy.	Using the calend 1. Read th 2. Read th  1979 S 7 14 21 28
*7403 Understanding that the year is divided into twelve calendar months	Given a calendar for an entire year, the child will indicate the following with 80% accuracy: (a) The first month of the year. (b) The last month of the year. (c) The sixth month of the year. (d) The shortest month of the year. (e) A summer month of the year.	Give the pupil a Ask him to: 1. Point to 2. Point to 3. Point to 4. Point to 5. Point to

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* Prerequisites to this item are the skills concerned with concepts of first, last, sixth, shortest and seasons.

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of the month

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the

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d with concepts
, shortest

Criterion Referenced Items

Given a calendar of one month, the pupil will read the dates of the Mondays and Wednesdays for that month with 100% accuracy.

Given a calendar for an entire year, the child will indicate the following with 80% accuracy:

(a) The first month of the year.
(b) The last month of the year.
(c) The sixth month of the year.
(d) The shortest month of the year.
(e) A summer month of the year.

Sample Test Items

Using the calendar below ask the pupil to:

1. Read the dates for Mondays
2. Read the dates for Wednesdays

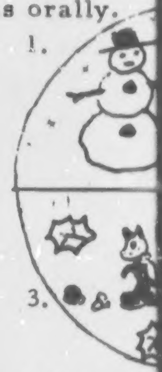
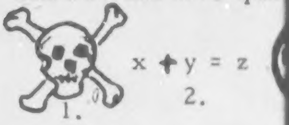
1973 OCTOBER 1973

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Give the pupil a calendar for the 1974 year. Ask him to:

1. Point to the first month of the year.
2. Point to the last month of the year.
3. Point to the sixth month of the year.
4. Point to the shortest month of the year
5. Point to a summer month.

Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sam
7404 Reading and interpreting picture charts	Given a simple chart, the pupil will silently read and orally answer the five related questions with 80% accuracy.	Instruct the pupil t read the questions questions orally.  This chart shows th 1. Which pict 2. Which pict 3. Which pict hot? ___ 4. What is th 5. Why is an
7405 Reading and interpreting symbol charts	Given a simple symbol chart, the pupil will silently study (read) and orally answer the five related questions with 80% accuracy.	Ask the pupil to loo answer the five que  1. Which sign 2. Which sig 3. Which sign is near? 4. Which sign 5. Which sign

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ription

Criterion
Referenced Items

Sample Test Items

d interpreting

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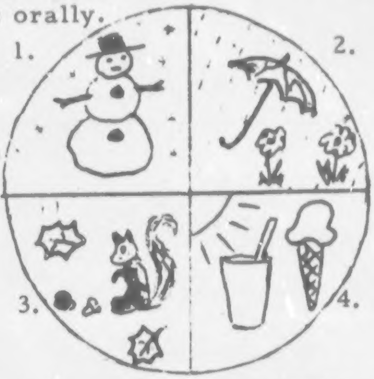
Given a simple chart, the pupil will silently read and orally answer the five related questions with 80% accuracy.

Instruct the pupil to look at this chart, silently read the questions about it and answer the questions orally.



This chart shows the four seasons of the year.

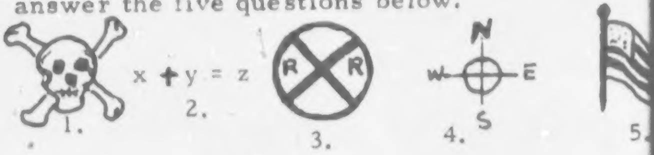
1. Which picture shows spring? ________
2. Which picture shows winter? ________
3. Which picture shows that it is hot? ____________
4. What is the squirrel doing? ________
5. Why is an umbrella pictured? ________

d interpreting

rts

Given a simple symbol chart, the pupil will silently study (read) and orally answer the five related questions with 80% accuracy.

Ask the pupil to look at this chart and orally answer the five questions below.



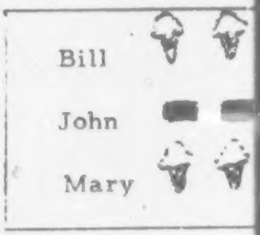
1. Which sign indicates equal? ________
2. Which sign indicates directions? ____
3. Which sign tells us a railroad crossi is near? ________
4. Which sign indicate danger? ________
5. Which sign stands for patriotism? ____

SS-16
Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
7406 Reading and interpreting tables	Given a table showing a school's population distribution, the child will read the table and orally answer the five releated questions with 80% accuracy.	Instruct the pupil to re and answer questions a
7407 Reading and interpreting picture graphs	Given a simple graph composed of familiar pictures, the pupil will orally answer the five specific questions related to the graph. Four of five questions must be answered correctly (80%).	Ask the pupil to look a answer questions abou

Class	Girl
Grade 1	15
Grade 2	10
Grade 3	15
Grade 4	20
Grade 5	17

1. Which class i
2. Which three c
   than boys? _
3. Which class h
   ____
4. Which class i
5. Which class h
   girls? _____



1. Which child h
   cones? ___
2. Which child h
   bars? ___

d)

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rpreting

Criterion Referenced Items

Given a table showing a school's population distribution, the child will read the table and orally answer the five releated questions with 80% accuracy.

Sample Test Items

Instruct the pupil to read the following table and answer questions about it.

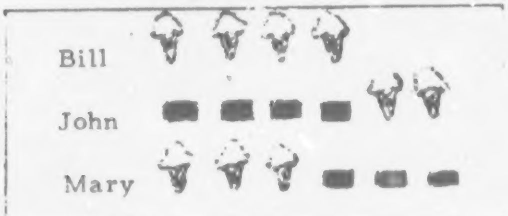
Class	Girls	Boys	All pupils
Grade 1	15	9	24
Grade 2	10	15	25
Grade 3	15	15	30
Grade 4	20	10	30
Grade 5	17	15	32

1. Which class is largest? ____________
2. Which three classes have more girls than boys? ____________________
3. Which class has more boys than girls? ________________
4. Which class is smallest? ____________
5. Which class has as many boys as girls? ___________

erpreting

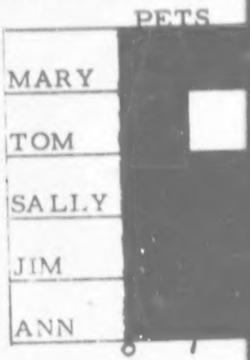
Given a simple graph composed of familiar pictures, the pupil will orally answer the five specific questions related to the graph. Four of five questions must be answered correctly (80%).

Ask the pupil to look at the picture graph and answer questions about it.



1. Which child has the most ice cream cones? ____________
2. Which child has the most candy bars? ____________

Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
		3. Who has as m as candy 4. Who has the 5. What two chil number
7408 Reading and interpreting bar graphs	Given a simple bar graph composed of five bars, the pupil will orally answer the five questions related to the graph with 80% accuracy.	Instruct the pupil to l answer the five questi  1. How may pet 2. Who has the 3. Who has the 4. How many p have tog 5. How many p have alt

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Criterion
Referenced Items

Given a simple bar graph composed of five bars, the pupil will orally answer the five questions related to the graph with 80% accuracy.

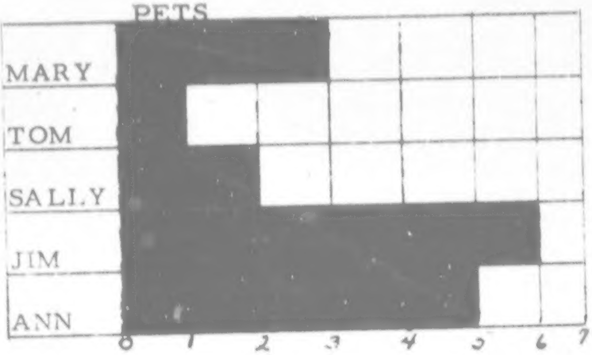
Sample Test Items

3. Who has as many ice cream cones as candy bars? ___________

4. Who has the fewest things to eat? ___________

5. What two children have the same number of things to eat? ________

Instruct the pupil to look at the bar graph and answer the five questions about it.

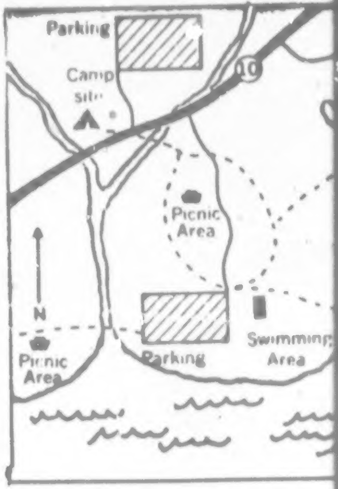


1. How may pets does Sally have? _______
2. Who has the most pets? ___________
3. Who has the fewest pets? _________
4. How many pets do Ann and Mary have together? _______
5. How many pets do the five children have altogether? ________

SS-18
Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
7409 Understanding the language of maps	Given a simple map, the child will point to the following areas with 80% accuracy: (a) The four directions. (b) The bodies of water. (c) Symbols used for highways. (d) The scale of miles. (e) The symbol used for campsites.	Instruct the pupil to loo to areas as they are as Give the following dire 1. Point to north east...we 2. Show me the t where one 3. Point to the hi 4. Show me the s 5. Point to the ca

MAP OF A STATE PARK


Parking
Camp site
10
Picnic Area
N
Picnic Area
Parking
Swimming Area

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on

he language

Criterion
Referenced Items

Given a simple map, the child will point to the following areas with 80% accuracy:

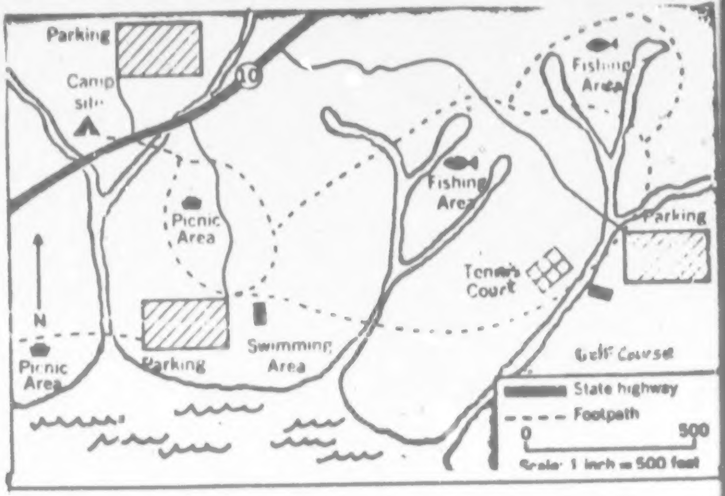
(a) The four directions.
(b) The bodies of water.
(c) Symbols used for highways.
(d) The scale of miles.
(e) The symbol used for campsites.

Sample Test Items

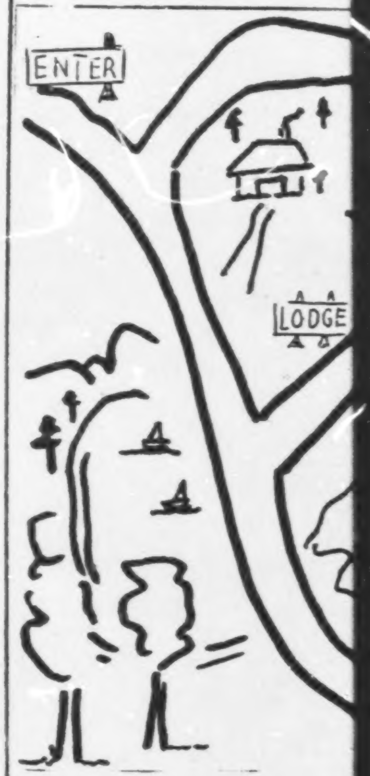
Instruct the pupil to look at the map and point to areas as they are asked for.
Give the following directions:

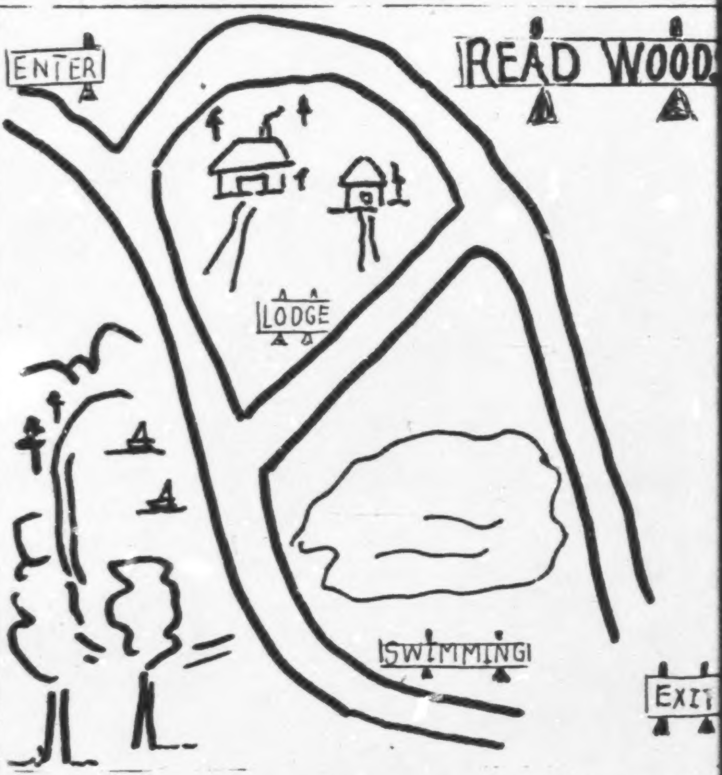
1. Point to north on the map... south... east... west.
2. Show me the two bodies of water where one could fish.
3. Point to the highway.
4. Show me the scale of miles.
5. Point to the campsite.

MAP OF A STATE PARK


Parking
Camp site
10
Fishing Area
Picnic Area
Fishing Area
Parking
Tennis Court
N
Picnic Area
Parking
Swimming Area
Golf Course
State highway
Footpath
0
500
Scale: 1 inch = 500 feet

Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample Te
7410 Reading and interpreting maps	Given a simple map, the child will trace a designated route from point of entry to point of exit with 100% accuracy.	Tell the pupil that thi Woods. Ask him to t take him through the to the exit. 
7411 Locating the index in a book	Given a book having an index section, the pupil will find the index and orally state the page number on which it begins with 100% accuracy.	Hand the child a read Ask him to locate the the book by telling yo which it begins.

	Criterion Referenced Items	Sample Test Items
retin	Given a simple map, the child will trace a designated route from point of entry to point of exit with 100% accuracy.	Tell the pupil that this is a map of the Read Woods. Ask him to trace a route that would take him through the park from the entrance to the exit. 
in a book	Given a book having an index section, the pupil will find the index and orally state the page number on which it begins with 100% accuracy.	Hand the child a reader containing an index. Ask him to locate the beginning of the index in the book by telling you the page number on which it begins.

Skill Description	Criterion Referenced Items	Sampl
7412 Using the index to find a topic entry.	Given an index page and a topic, the pupil will find the topic in the index and state the page numbers on which information on this topic can be found with 100% accuracy.	Give the child a topic weather. Ask him to index of the book pro page numbers on whi be found.

ned)

ion	Criterion Referenced Items	Sample Test Items
x to find a	Given an index page and a topic, the pupil will find the topic in the index and state the page numbers on which information on this topic can be found with 100% accuracy.	Give the child a topic i. e. rides, the park, weather. Ask him to locate the topic in the index of the book provided and tell you the page numbers on which the information can be found.

General Objective

SS 7500 Card Catalog, Encyclopedia, Atlas, Telephone Directory

Given systematic instruction in the use of the library card catalog, the atlas, dictionary, encyclopedia and telephone directory, the pupil will select the appropriate source for the information requested in the criterion referenced items with a minimum of 80% accuracy.

Skill Description	Criterion Referenced Items	Sam
7501 Demonstrating the ability to determine the best reference source for locating specific information	After having studied the uses of a dictionary, encyclopedia, atlas, and telephone directory, the pupil is given a written list of five specific topics. The pupil will tell which is the best source for finding information on each given topic. Accuracy level is 80%.	Instruct the pupil t a dictionary, ency or atlas would give tion. 1. the meaning of 2. a map of Kentuc 3. the street addre 4. information abo 5. information on word

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General Objective

SS 7500 Card Catalog, Encyclopedia, Atlas, Telephone Directory

Given systematic instruction in the use of the library card catalog, the atlas, dictionary, encyclopedia and telephone directory, the pupil will select the appropriate source for the information requested in the criterion referenced items with a minimum of 80% accuracy.

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Criterion Referenced Items

After having studied the uses of a dictionary, encyclopedia, atlas, and telephone directory, the pupil is given a written list of five specific topics. The pupil will tell which is the best source for finding information on each given topic. Accuracy level is 80%.

Sample Test Items

Instruct the pupil to tell which of these source a dictionary, encyclopedia, telephone director or atlas would give him the following information.

1. the meaning of a word
2. a map of Kentucky
3. the street address of a person
4. information about the Civil War
5. information on how to pronounce (say) a word

Skill Description	Criterion Referenced Items	Sample
7502 Identifying specific information on the library catalog card	Given a library catalog card having subject, title, author, date of publication and total pages indicated, the pupil will silently examine the information and orally give the subject, title, author, publishing date and total number of pages. Accuracy level is 80%.	Ask pupil to study the card and answer ques 1. What is the title of 2. Who is the author? 3. Under what topic w 4. When was it publis 5. How many pages a Quackenbush, Rob Poems for Gallop tures by Robert M. Holt, 1963 25p. ill 1. Children's poetry
7503 Selecting the appropriate catalog card for an assigned subject	Given three library catalog cards the pupil will select the one having the subject requested by the examiner with 100% accuracy.	Ask pupil to examine below and answer the 1 Ets, Marie Hall In the Forest. W by Marie Hall Ets. Viking Press, 1944, 1. Children's fictio 2. Animals in the fo

ued)

ion	Criterion Referenced Items	Sample Test Items
cific n the library	Given a library catalog card having subject, title, author, date of publication and total pages indicated, the pupil will silently examine the information and orally give the subject, title, author, publishing date and total number of pages. Accuracy level is 80%.	Ask pupil to study the following library catalog card and answer questions about it. 1. What is the title of this book? 2. Who is the author? 3. Under what topic would you find the book? 4. When was it published? 5. How many pages are in the book? Quackenbush, Robert M. Poems for Galloping. With pictures by Robert M. Quackenbush. Holt, 1963 25p. illus 1. Children's poetry
appropriate or an ect	Given three library catalog cards the pupil will select the one having the subject requested by the examiner with 100% accuracy.	Ask pupil to examine each of the catalog cards below and answer the following questions. 1 Ets, Marie Hall In the Forest. With pictures by Marie Hall Ets. Viking Press, 1944, 37 p. illus 1. Children's fiction 2. Animals in the forest

Skill Description	Criterion Referenced Items	Sampl
7503 (Continued)		2 Hoff, Syd Danny and The With pictures by Harper and Row, 1. Children's fic 2. Dinosaurs 3 O, Donnel, Mabe Townes. Words I Lik Write. With pict and Margaret Ho Harper and Row, 1. Picture dictio 1. Which library ca tion on a picture 2. Who is the autho 3. What did Syd Hof 4. Which book has t 5. What do the date

nued)

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Criterion Referenced Items

Sample Test Items

2

Hoff, Syd
Danny and The Dinosaur.
With pictures by Syd Hoff.
Harper and Row, 1958, 64 p.

1. Children's fiction 2.
2. Dinosaurs

3

O, Donnel, Mabel & Willmina
Townes.
Words I Like to Read and
Write. With pictures by Florence
and Margaret Hoopes.
Harper and Row, 1963
1. Picture dictionary.

1. Which library catalog card gives us information on a picture dictionary?
2. Who is the author of In the Forest?
3. What did Syd Hoff write?
4. Which book has two authors?
5. What do the dates 1944, 1958 and 1963 mean?

Skill Description	Criterion Referenced Items	Sampl
7504 Selecting the appropriate reference for specific information	After having become familiar with the use of an atlas, a telephone directory, dictionary, encyclopedia and library catalog card the pupil will select the tool appropriate for finding the five items requested by the tester with 80% accuracy.	Instruct the pupils to material - atlas, tele encyclopedia or libra information would be 1. the author of a boo 2. the phone number 3. a map of the Unite 4. the meaning of a w 5. an article on Abra

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tion	Criterion Referenced Items	Sample Test Items
appropriate specific	After having become familiar with the use of an atlas, a telephone directory, dictionary, encyclopedia and library catalog card the pupil will select the tool appropriate for finding the five items requested by the tester with 80% accuracy.	Instruct the pupils to tell you in which reference material - atlas, telephone directory, dictionary encyclopedia or library card the following information would be found? 1. the author of a book 2. the phone number of your school 3. a map of the United States 4. the meaning of a word 5. an article on Abraham Lincoln

General Objective

SS 7600 Common Abbreviations in Reference Materials

Given systematic instruction in reading, writing and using common abbreviations found in reference materials the pupil will demonstrate his understanding of abbreviations and the words they represent by completing the criterion referenced items with a minimum accuracy level of 80%.

Skill Description	Criterion Referenced Items	Sample Test
7601 Recognizing the abbreviated forms of the days of the week	Shown a list of the abbreviated forms of the days of the week presented in random order, the pupil will orally name each day with 100% accuracy.	Present a list of the abbrev of the week. Instruct the c day of the week is represen tion. 1. Wed. 2. Sun. 3. Fri. 4. Mon. 5. Sat. 6. Tues. 7. Thurs.

General Objective

SS 7600 Common Abbreviations in Reference Materials

Given systematic instruction in reading, writing and using common abbreviations found in reference materials the pupil will demonstrate his understanding of abbreviations and the words they represent by completing the criterion referenced items with a minimum accuracy level of 80%.

Criterion Referenced Items	Sample Test Items
Shown a list of the abbreviated forms of the days of the week presented in random order, the pupil will orally name each day with 100% accuracy.	Present a list of the abbreviations for the days of the week. Instruct the child to tell which day of the week is represented by the abbreviation. 1. Wed. 2. Sun. 3. Fri. 4. Mon. 5. Sat. 6. Tues. 7. Thurs.

Skill Description	Criterion Referenced Items	Sampl
7602 Recognizing the abbreviated forms of the months of the year	Shown a list of the abbreviated forms of the months of the year presented in random order, the pupil will orally identify each month with 100% accuracy.	Point to the months Instruct the child to 1. Mar. 2. Sept. 3. Feb. 4. Dec. *5. June 6. Jan. *The child should rea are not usually abbr
7603 Matching abbreviations commonly used in reference materials with their word forms	Given a list of ten words which are commonly abbreviated in reference materials and a list of the abbreviated forms, the pupil will match the words with their abbreviations with 80% accuracy.	Match the words in ated forms in Colum from the word to its 1 1. number 2. Company 3. page 4. river 5. Street 6. mountains 7. Figure 8. South 9. miles 10. West

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tion	Criterion Referenced Items	Sample Test Items
he abbreviated months of the	Shown a list of the abbreviated forms of the months of the year presented in random order, the pupil will orally identify each month with 100% accuracy.	Point to the months of the year in random orde Instruct the child to name the month pointed to. 1. Mar. 2. Sept. 3. Feb. 4. Dec. *5. June 6. Jan. 7. Apr. 8. Oct. * 9. May *10. July 11. Nov. 12. Aug. *The child should realize that these months are not usually abbreviated.
reviations ed in reference th their word	Given a list of ten words which are commonly abbreviated in reference materials and a list of the abbreviated forms, the pupil will match the words with their abbreviations with 80% accuracy.	Match the words in Column 1 with their abbrev ated forms in Column 2 by drawing a line from the word to its abbreviation. 1 1. number 2. Company 3. page 4. river 5. Street 6. mountains 7. Figure 8. South 9. miles 10. West 2 a. p. b. Fig. c. W. d. mi. e. So. f. mts. g. St. h. r. i. n. j. Co.

Study Skills (Continued)

Skill Description	Criterion Referenced Items	Sample
7604 Supplying the word represented by an abbreviation	Given a list of five abbreviations commonly used in reference materials, the pupil will examine the list and say the word represented by the abbreviation with 80% accuracy.	Give the list of abbrevi Instruct him to tell the abbreviation. 1. ex. * 2. Fig. 3. T. V. 4. Dr. 5. p. *Either example o correct word.
7605 Writing the abbreviated form of words commonly used in reference materials	Given a list of ten words which are commonly abbreviated in reference materials, the pupil will write the abbreviated form of each with 80% accuracy.	Instruct the pupil to: "Write the abbreviation 1. television ___ 2. West ___ 3. river ___ 4. street ___ 5. Company ___
7606 Writing the abbreviated forms and symbols of words commonly used in mathematics	Given a list of ten mathematical concepts which are commonly abbreviated or symbolized in reference materials, the pupil will write the abbreviated forms of the words with 80% accuracy.	Instruct the pupil to: write the abbreviation 1. minute ______ 2. yard ______ 3. foot ______ 4. hundred ______ 5. inch ______

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Criterion Referenced Items	Sample Test Items
Given a list of five abbreviations commonly used in reference materials, the pupil will examine the list and say the word represented by the abbreviation with 80% accuracy.	Give the list of abbreviations to the pupil. Instruct him to tell the word represented by the abbreviation. 1. ex.* 2. Fig. 3. T. V. 4. Dr. 5. p. *Either example or exercise is the correct word.
Given a list of ten words which are commonly abbreviated in reference materials, the pupil will write the abbreviated form of each with 80% accuracy.	Instruct the pupil to: "Write the abbreviation for each word below." 1. television ________ 2. West ________ 3. river ________ 4. street ________ 5. Company ________
Given a list of ten mathematical concepts which are commonly abbreviated or symbolized in reference materials, the pupil will write the abbreviated forms of the words with 80% accuracy.	Instruct the pupil to: write the abbreviation or symbol for these words: 1. minute ________ 2. yard ________ 3. foot ________ 4. hundred ________ 5. inch ________ 6. quart ________ 7. pound ________ 8. dollar ________ 9. pint ________ 10. second ________

General Objective

SS 7700 Note-taking

Given systematic instruction in taking notes on auditory and written material, the pupil will demonstrate his understanding of and skill in taking notes by completing the criterion referenced items with 100% accuracy.

Skill Description	Criterion Referenced Items	Sample T
7701 Taking notes on an oral presentation	Given a one-minute taped exercise the pupil will listen then list three ideas presented with 100% accuracy.	Ask pupil to listen to a t three ideas presented in
7702 Noting important ideas found in a selection read silently	Given a short paragraph of factual material the pupil will silently read the material then write in his own words three ideas presented with 100% accuracy.	Instruct the pupil to reac has completed the readir from him. Ask him to w about what he read. Bob and his father w River. They sat on som bank. It was very hot ar restless. He wished for drink. Suddenly, he felt yanked his pole and pull the line was a big fish. he forgot about being hot his fish on the bank and Then he baited his hook water. He would wait av cold drink. Fishing was

General Objective

SS 7700 Note-taking

Given systematic instruction in taking notes on auditory and written material, the pupil will demonstrate his understanding of and skill in taking notes by completing the criterion referenced items with 100% accuracy.

Criterion Referenced Items	Sample Test Items
Given a one-minute taped exercise the pupil will listen then list three ideas presented with 100% accuracy.	Ask pupil to listen to a tape and then orally give three ideas presented in it.
Given a short paragraph of factual material the pupil will silently read the material then write in his own words three ideas presented with 100% accuracy.	Instruct the pupil to read the paragraph. When he has completed the reading, remove the paragraph from him. Ask him to write three sentences about what he read. Bob and his father went fishing on the Green River. They sat on some rocks on the river-bank. It was very hot and Bob became tired and restless. He wished for a tall, cold lemonade to drink. Suddenly, he felt a tug on his line. He yanked his pole and pulled hard. On the end of the line was a big fish. Bob was so excited that he forgot about being hot and thirsty. He landed his fish on the bank and put it safely in the net. Then he baited his hook and threw it back into water. He would wait awhile before getting his cold drink. Fishing was more fun.

INDEX:

Guide to Skill Selection

I SKILL CLUSTERS

II SKILL LEVELS

I SKILL CLUSTERS

This section has been prepared to enable the user to locate skills that are similar and may be taught and tested concurrently. However, since the skills differ in level of complexity and vocabulary used, check each item before including it in a pupil's prescription.

Abbreviations	S. S. 7602-7606
Affixes	W. R. 5334-5336; W. R. 5376
Comparatives (er, est)	W. R. 5333
Inflectional endings	W. R. 5301-5304; C. S. 3132-3134
Rules governing	W. R. 5306-5310; W. R. 5376
Prefixes	W. R. 5321-5326; C. S. 3135-3137
Suffixes	W. R. 5327-5332; C. S. 3139
Alphabet	
Recognition	P. R. 1209-1221; P. S. 2108-2112
Sequence	S. S. 7105-7112
Use in Dictionary	S. S. 7111
Antonyms	P. R. 1413; C. S. 3129-3131
Classification Skills	
Objects and pictures	P. R. 1408-1410; C. S. 3607
Phrases	C. S. 3610
Words (names)	C. S. 3608-3611
Colors, basic	P. R. 1101-1107; P. S. 2104-2105
Compound Words	W. R. 5351-5355; C. S. 3140-3141

Comprehension Skills	
Cause and effect relationships	C. S. 3622-3627; C. S. 4005-4007
Classifying	C. S. 3607-3611
Comparing and contrasting	C. S. 4001-4004
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II Skill Levels

The skills found in this Quad Manual range from the pre-reading level to low fourth grade reading level. Yet, except for the pre-reading section, items are not designated by level. This was omitted purposely for several reasons:

1) Skills should be selected that are appropriate for the pupil regardless of his designated grade level. Some first graders can handle the reference material skills while some third graders will still be unable to handle all comprehension items.

2) Each core program presents skills in a somewhat different sequence. Pupils progress through the core program at varying rates. Therefore, no suggested sequence will correlate with all core programs being used.

3) Just as every pupil has his unique preferred learning style every teacher has her unique style of instruction. As she analyzes the progress made by each pupil she is free to choose those skills that best meet the pupil's needs within the context and format of all material to be presented.

4) Supplementary personnel make it possible for the pupils to achieve mastery in many skills at a higher level due to the expertise they bring into the tutoring situation as a result of in-depth training.

Tests of most of the Quad Manual Skills will be available on several levels so that pupils in all three grades may be given the test on their reading level.

In most cases only two tests - an initial one and an alternate - will be available for those requiring only oral responses.

Tests requiring the reading of paragraphs will be written on two or three levels depending upon the complexity of the skill.